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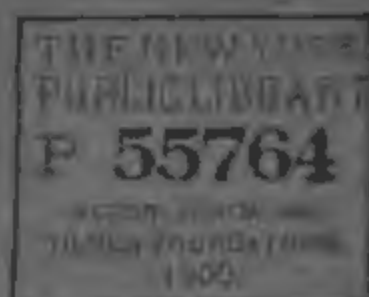


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MARCH, 1900

No. 4

BULLETIN



OF

* OBERLIN COLLEGE

ANNUAL REPORTS

1899

OBERLIN, OHIO

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ANNUAL REPORTS

OF

OBERLIN COLLEGE

PRESENTED TO THE BOARD OF TRUSTEES
AT THEIR ANNUAL MEETING
MARCH 7, 1900



OBERLIN, OHIO
PUBLISHED BY THE COLLEGE



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OBERLIN COLLEGE.

The President's Annual Report for 1899.

Presented to the Trustees at the Annual Meeting
March 7, 1900.

TO THE BOARD OF TRUSTEES OF OBERLIN COLLEGE:—

Gentlemen:—My appreciation of the importance of Oberlin College as an educational opportunity and my love of the Oberlin spirit have been deepened during the last year. I have been much pleased with the almost universal good conduct, the noble earnestness, and faithful work of the students, by the fidelity and very successful labors of the Faculty, and by the devotion of the Oberlin community not only to the Kingdom of righteousness in general, but to the interests of Oberlin College in particular.

ATTENDANCE.

The attendance of the last year has shown an increase over that of the previous year. There has been a considerable gain in the Freshman Class and there has been a larger percentage of men. The attendance in the Fall term of 1899 was 1102 as against 1044 in the Fall term of 1898. The attendance in the Winter term of 1900 is 1077 as against 1071 in the Winter term of 1899. The attendance thus far this year has been 1216, an increase over the first two terms of the year covered by my previous report; in fact, the enrollment for the two terms of this year already exceeds that of the entire previous year, when the total for the three terms was 1208.

DEATH OF TRUSTEES.

The last year has witnessed unusual losses in the Board of Trustees, occasioned by death. Rev. Michael E. Strieby, D. D., Rev. James Brand, D. D., Honorable J. E. Ingersoll, LL. D., Eliab W. Metcalf and Mr. Albert H. Johnson have been taken from us.

Mr. Strieby was graduated from Oberlin College in 1838 and from the Theological Seminary in 1841. He was a Trustee from 1845 to 1899, a period of fifty-four years. His record is surpassed by that of President Fairchild alone. Dr. Strieby accomplished a wide and lasting work as one of the founders and leading secretaries of the American Missionary Association.

In the death of Dr. Brand, Pastor of the First Church, Oberlin College and community lost a devoted friend and helper. He was elected Trustee March 5, 1890, and was chosen as Alumni Trustee in 1896. Few men have thrown themselves into the Christian work of a college with a burning consecration equal to that of Dr. Brand.

Judge Ingersoll was for twenty-five years a Trustee of the College. He was elected in 1875. He was a staunch friend of the Institution and is widely mourned.

Eliab W. Metcalf, of Elyria, was elected in 1880, and for nearly twenty years acted as Trustee of Oberlin. His counsels and frequent gifts proved him one of our best friends.

Mr. Albert H. Johnson, of Oberlin, is the last name among the Trustees who have been called away by death during the past year. He was first elected to the Board in 1884 and gave freely of his time and effort to the furtherance of the welfare of the Institution. Like the others who have been mentioned, he was in most hearty sympathy with the ideals and spirit of Oberlin. The death of these devoted men is a loss to be greatly deplored. Great care and wisdom must be taken in choosing worthy successors.

DEATH OF PROFESSOR CRESSY.

The College has been saddened by the recent death of Professor Wilfred Wesley Cressy, the popular head of the English Department. It has been truly said of him, that, "as a teacher he had in a very high degree the power of kindling an appreciation of the charms of literary expression and an enthusiasm for scholarship. He kept his classes at high tension. He instilled a love for what is pure and noble in literature, while at the same time, he justly laid unyielding stress upon the technic of language as a clue to genuine literary comprehension and as a means to mental discipline."

APPOINTMENTS.

The following appointments were made at the annual meeting, March 8, 1899:—

Thomas N. Carver, Professor of Economics and Sociology.

Miss Arletta M. Abbott, Professor of the German Language.

Charles E. St. John, Professor of Physics and Astronomy.

Wilfred W. Cressy, Professor of English.

Frederick O. Grover, Associate Professor of Botany, re-appointed for one year.

Simon F. MacLennan, Associate Professor of Psychology and Pedagogy, re-appointed for one year.

Miss Mary A. Reed, Assistant in the Woman's Gymnasium, for one year, new appointment.

Lynds Jones, Instructor in Zoölogy and Assistant in the Museum.

Semi-Annual Meeting, June 19, 1899:—

George S. Burroughs, Professor of the Old Testament Language and Literature, new appointment.

Walter Dennison, Associate Professor of Latin, new appointment.

George M. Jones, Secretary of the College, new appointment.

Miss Alice B. Foster, Director of the Woman's Gymnasium, new appointment, for one year.

Mrs. Miriam T. Runyon, Instructor in the Normal Course in Physical Training for Women, new appointment, for one year.

William Eugene Mosher, Tutor in German in the Academy, new appointment, for one year.

The following appointments were made during the summer of 1899:—

William D. Cairns, Instructor in Mathematics and Surveying, new appointment, for two years.

Joseph S. Chamberlain, Assistant in Physics and Chemistry, new appointment, for one year.

Wilfred H. Sherk, Tutor in Mathematics in the Academy, new appointment, for one year.

Other appointments during the year were as follows:—

Miss Minnie L. Carter, Tutor in English in the Academy, new appointment, for one year.

Marshall W. Downing, Tutor in Greek and Teacher of Bible in the Academy, re-appointed for one year.

Miss Rosa M. Thompson, Tutor in Latin and English in the Academy, re-appointed for one year.

Mrs. Albert M. Swing, Tutor in German in the Academy, partial work, re-appointed for one year.

Miss May Hadley, Tutor in Declamation in the Academy, re-appointed for one year.

Miss Clara L. Smithe, Tutor in Latin in the Academy, re-appointed for one year.

Howard H. Russell, Secretary of Oberlin Alumni Reunion, appointed by Prudential Committee, January 10, 1899.

RESIGNATION AND LEAVES OF ABSENCE.

At the annual meeting a resignation was accepted and leaves of absence were granted as follows:—

Miss Delphine Hanna, leave of absence for two years.

Professor O. H. Gates, resignation from the chair of Old Testament Language and Literature in the Theological Seminary.

Miss Grace W. Hubbell, Tutor in English in the Academy, leave of absence for one year.

Professor George Frederick Wright has been granted a leave of absence for fifteen months that he may pursue special studies in Glacial Geology in Siberia and elsewhere. His departure has been marked by many evidences of the high esteem in which he is held. It is believed that his travels and studies in Asia will add greatly to the knowledge of that special department of Geology wherein Professor Wright has been long eminent.

The College has welcomed back to service Professor George W. Andrews, who spent a year with Guilmant in Paris, and Professor A. S. Root, who was for a year at the University of Göttingen.

FIRES.

During the last year there have been fires in French Hall, the Squire House and Lord Cottage, the last building being almost completely ruined. In all cases the insurance adjustment has been satisfactory.

ENCOURAGING EVENTS.

Among the encouraging events of the year, the foremost place should be given to the generous provision for the Severance Chemical Laboratory, made by our fellow-trustee, Mr. L. H. Severance, of New York. The plans for the new building were furnished by Mr. Howard V. Shaw, of Chicago. The foundations for the Laboratory are already laid, and with the opening of spring, work upon the superstructure will be rapidly advanced. The building will consist of two wings, each seventy-two feet long, and at right angles with one another and two stories high. Connecting these is a broad tower, twenty-seven feet wide and three stories high. This faces the north-west corner of the campus, and in it is the main entrance to the building. To the left of the central hall of the first story, a corridor leads by the professor's private office and laboratory, the chemical museum, a store room and a ladies' dressing room, to the large lecture-room with a seating capacity of one hundred and fifty-four. On the right, are laboratories for Quantitative Analysis, and for bacteriological work; also a balance room, store room and a gentleman's coat-room. On the second story are situated the main laboratory, with working places for one hundred and twenty students, a smaller laboratory for organic work, a library, instructor's room and smaller rooms for various purposes. In planning the building, great care has been taken to provide ample ventilation, an abundance of light and heat and to furnish every appliance necessary for a well-equipped chemical laboratory. Mr. Severance has not only provided for the construction of the building, but also purchased the land on which it is built.

Among the gifts of the last year, has been one of \$5,000 from our former trustee, Mr. E. W. Metcalf.

Grateful record should also be made of the gift to the College of the Allen House on South Professor Street, so long the home of Dr. and Mrs. Allen. This important gift comes from their children, Dr. Dudley P. Allen and Mrs. Solon Severance.

By the will of the late W. E. Osborn, of Pittsburg, the bulk of his property to the sum of \$40,000 has been given to the College. Mr. Osborn was led to make this provision for Oberlin by a desire to do the most possible good with the money which he had accumulated. Studying the catalogues of various colleges, he reached the conclusion that Oberlin was the sort of institution which he would be most pleased to help.

The College has been greatly cheered in its work by the provision made for its benefit by Mrs. Caroline E. Haskell, of Michigan City, whose gifts to the University of Chicago, the Christian lectureship in India, the Orphans' Home in Battle Creek and in many other ways, have been so wise and noteworthy. Mrs. Haskell has deeded to a trust company a building in the heart of Chicago whose estimated value is \$147,000. On her death, \$70,000 is to be paid by the company in sums of \$10,000 each to certain institutions and friends, \$20,000 is set apart for a lectureship in Oberlin College and all that remains will also go to Oberlin.

Earnest thanks are due to Mrs. A. A. F. Johnston for securing a number of new scholarships, the money for which has been paid to the Treasurer during the present year. The scholarships are the following :

Mrs. F. E. Tracy, \$1,000, for a self-supporting young woman.

Janet Whitcomb, \$1,000, founded by Homer H. Johnson, for a self-supporting young woman.

Mr. Harvey H. Spellman, \$1,000, founded by Mrs. John D. Rockefeller, for a self-supporting young man.

Mrs. Lucy B. Spellman, \$1,000, founded by Mrs. John D. Rockefeller, for a self-supporting young woman.

I cannot well let this opportunity pass without referring to the fact that with next June, Mrs. Johnston will have completed thirty years of faithful and efficient service as Dean of the Woman's Department. Her labors as an administrator and a teacher have been marked by pre-eminent ability. Her wide acquaintance has been of great value to the College, and her success in her chosen department of teaching has attracted great numbers of students. It is an occasion for thanksgiving as well as of wonder that she has been able to carry so many burdens for such a long period of time and to do her work so successfully.

LECTURES.

During the last year the students have been favored with valuable lectures, generously given by Rev. E. F. Williams, D.D., of Chicago; our fel-

low-trustee, Rev. Dan Bradley, D.D., of Grand Rapids, Michigan; Mr. A. C. Bartlett, of Chicago; Professor George E. Vincent, of the Chicago University, who delivered three lectures, which were highly appreciated; Rev. Dr. Gunsaulus, of Armour Institute and Dr. A. A. Berle, of Boston. An important Thursday lecture, on "The Inner Life of Oberlin," was given by Professor H. C. King.

REUNION.

A reunion of the Oberlin Alumni and former students is to occur in connection with the coming Commencement, June 22-27. Rev. Howard H. Russell, D. D., of Delaware, has been appointed Secretary of the Reunion movement, and has communicated with the various classes of the College, sending them many thousands of letters and documents and organizing them with the purpose of securing class contributions for the endowment and help of the College. A vast deal of preliminary work has been done. Much interesting literature has been sent out. The "Oberlin Weekly Review" has been utilized with the purpose of promoting the success of the Reunion movement, and the promise is bright for signaling the closing year of the century by a worthy celebration of what Oberlin has wrought for learning and religion and arousing a deeper interest in the special work of this Christian College. It is hoped and believed that the coming gathering will be the beginning of a new building era and what is more important still, a new endowment era for Oberlin. Some of the leading educators and foremost men of our country will be invited to the gathering next June. The responses already received indicate a wide interest in this meeting, and large results will flow from it, provided those who are most intimately associated with the interests of the College realize in a practical way that this is a critical and decisive time, when their aid will be most effective.

ENLARGED TEACHING FORCE.

I believe that the teaching work in Oberlin has been unusually good and that the students are universally satisfied that they are receiving instruction in all departments of a high order, but our Faculty is both under-paid and over-worked. There is need of enlargement of the teaching force in several departments, in those of Psychology, Political Economy and Sociology, German, English, History and others. But there is no opportunity for enlargement so long as an annual deficit occurs and so long as largely increased endowment is not forth-coming. The importance of a new Science Building, of a new Gymnasium, of a new Chapel, of a Physical Laboratory, of larger accommodations for the Library, of an Art Building, of a Young Men's Christian Association Building, of an Academy Building can hardly be over-stated. But each new building means considerable additional expense. The imperative need of at least a million dollars for new endowment is more apparent than ever.

ENGLISH DEPARTMENT.

Whatever other important things we may be unable at present to do, there is one thing, as is evident to every educated man and thoughtful student of life, which cannot rightly be left undone in Oberlin College. There must be the best provision made for the teaching of our noble English language and literature. Here we have one of the chief domains of education and one of the chief keys to the student's success in life. There is most pressing and imperative need that at least two men, of the highest rank in scholarship and success in teaching, be provided for this department.

ADMISSION REQUIREMENTS.

I am glad to report that the Faculty recommend certain modifications in the requirements for admission. These changes involve no lowering of the standards and no diminished amount of work, but much needed adjustments to the preparatory work done in our best high schools, and closer harmony with the usages of the foremost American colleges. Hereafter, if these recommendations are adopted, two languages rather than three will be required for entrance upon the Classical Course. There will be greater flexibility in the requirements in regard to History, and an effort will be made to secure continuous study in some special science rather than a single term in each of three sciences. For admission to the Scientific Course, the total language requirement is reduced from eighteen terms to twelve. These changes will be presented in detail.

DEFICITS.

A deficit of \$5,000 for two years and the prospect for the coming year of a deficit of over \$7,000 bring before the Trustees the practical question of what shall be done to relieve the College. I have made suggestions to some of you which may well come before the full Board of Trustees.

OUTSIDE REPRESENTATION.

It is a pleasure to refer to the fact that the College has been well represented at different institutions and before important meetings by Professor H. C. King, Professor Bosworth, Principal Peck, Mrs. A. A. F. Johnston, and by Professor George S. Burroughs, of the Department of Hebrew, whose advent into the College life has been an event of most gratifying interest.

ECONOMIES.

Great economy has been practiced in almost every department of the College, and it is proposed for the coming year to cut down very largely the advertising and to reduce other printing expenses. It is my hope that at least one new building, perhaps two, may be begun the present year. Mr. F. Norton Finney has added \$13,000 to the provision made for the new Chapel, but no one believes that we ought to put up this building until we

have a very large additional endowment which will justify it. The new Science Building is still a deferred hope. Who will come forward and build it?

THE PRESIDENT'S WORK.

At my inauguration last June, I gave full expression to my convictions in regard to the ideals of Christian education, the claims of a Christian college, and the special needs and claims of Oberlin. Since that time, the committee having charge of the Reunion for next June have published a still fuller statement of what I deemed to be the special needs of the College. These statements are in harmony with the resolutions passed by the Board of Trustees at the time of my election. I count confidently on your continued coöperation, and join with you in the prayer that friends may be raised up for the cause of truth and faith associated with the honored name of Oberlin College.

A considerable part of my time has been devoted to work for the College outside of Oberlin. Since becoming President, I have given in Oberlin thirty-five sermons, lectures, and addresses. A course of six lectures on Christianity and Buddhism was delivered before the Theological Seminary in the Fall term. Three out of a course of six lectures have been given before the Freshman class. I have addressed Oberlin Alumni associations in Chicago, Cleveland, Philadelphia, New York, Boston, Oberlin, Corning, N. Y.; Lansing, and Pittsburgh. I have lectured before the High Schools in Binghamton, N. Y.; Ishpeming, Mich.; Toledo, Youngstown, Springfield, Wellington, East Cleveland, Mansfield, Morenci, Mich.; Columbus, Canton, Sandusky, Ridgway, Pa.; Dayton, and Napoleon. I have given twelve lectures before the University of Chicago, and five addresses at Chautauqua, N. Y. I have spoken twice before the students of the University of Michigan. I have lectured before the Cuyahoga County Teachers' convention in Cleveland, at Heidelberg and Otterbein Universities, and Milwaukee-Downer College, before three Normal Schools in Wisconsin, and before Shady Side Academy, Pittsburgh. I have given four addresses in Elmira College, N. Y. I have preached at Vassar College, at the National Conference of Charities and Corrections in Cincinnati, and at the annual meeting of the American Home Missionary Society in Hartford, have spoken at the annual meeting of the American Humane Society at Columbus, and at the preliminary meeting of the Ecumenical Conference of Missions in New York. I have addressed the Ohio State Christian Endeavor Convention at Columbus, the Ohio State Sunday-school Convention at Marion, given two lectures before the Ohio State Teachers' Association at Put-in-Bay, and spoken twice at the Lakeside Chautauqua. Two addresses were given by me before the International Christian Endeavor Convention at Detroit. On February 1st I addressed a meeting for the Federation of

Churches in New York. I have addressed the Cleveland, Medina, and Toledo Congregational Conferences, and the Cleveland Ministers' Meeting, and have given in all, in that city, twenty sermons and addresses. The other places which I have visited delivering lectures and sermons are: Lorain, La-Grange, Chagrin Falls, New Haven, Conn.; Hudson, Mich.; Rockford, Ill.; Olivet, Mich.; Elyria, Westfield, Mass.; Adams, Mass.; Jackson, Mich.; Duluth, West Superior, Amsterdam, N. Y.; Evansville, Wis.; Atlantic, Ia.; Hiawatha, Kas.; Denver, Fond du Lac, Wis.; Pontiac, Ill.; Ludington, Mich.; Whitewater, Wis. The sermons, lectures, and addresses during the fifteen months of my Presidency number one hundred and ninety-one.

SPIRITUAL LIFE OF THE COLLEGE.

Oberlin has always represented something better than buildings and endowments. It has stood for a complete education and the giving to God of the foremost place in the training of the student. The Christian life of the College has been marked by a deep and quiet genuineness, with evidences, on the annual Day of Prayer for Colleges and later of unusual and very general interest and earnestness. While we labor and pray that Oberlin's material needs may speedily be met, let us be grateful to God that the riches of the spiritual life have not failed to abound.

Faithfully yours,

JOHN HENRY BARROWS.

REPORT OF THE SECRETARY.

To the President of the College:—

SIR: I beg to thank you and the members of the Board of Trustees for the honor conferred upon me at the semi-annual meeting last June by my appointment to the new office of Secretary. I entered upon the new work on the first day of September, 1899. During the summer I had the pleasure of visiting Cornell, Harvard, Michigan, and Wisconsin universities, and of examining somewhat the workings of similar offices in those institutions, and of thus securing valuable suggestions for the new position in Oberlin.

THE CORRESPONDENCE RELATING TO NEW STUDENTS.

A great part of my work is in the handling of the correspondence with prospective students, high school officers and others,—looking to securing new students.

When a request for an Oberlin catalogue is received, I try to send the catalogue promptly and at the same time write a personal letter containing a cordial offer to furnish additional information and to render any assistance

within my power, asking that the inquirer acknowledge the receipt of the catalogue. If no reply or acknowledgment reaches me within three or four weeks, a second letter is sent containing a renewal of my former offer and asking for an answer. In this way a correspondence is opened, questions are asked and answered, the student becomes interested in Oberlin, and begins to feel that we really want him to come and that he will be sure of a welcome. All this requires time and patient effort, but it seems eminently worth while.

In many cases we have students enrolled in Oberlin from the homes of the inquirers, and I attempt to secure the coöperation of these students through personal letters which they gladly write. In order to make use of the students in Oberlin in this way it has been necessary to work out a card catalogue system of all students enrolled in all departments of the institution, and to revise it at the beginning of each new term.

It would be of very great value in this work for new students, if, in addition to my own correspondence and in addition to the personal letters which the undergraduates write, I could be able to enlist the aid of Oberlin alumni and former students living at or near the inquirers' homes. This is manifestly impracticable where the inquiries come from large cities, but it ought to be entirely possible where they come from small cities, towns and villages. A few personal words, spoken by old students, will often do more to secure a favorable decision than months of correspondence. It is my judgment that there are great possibilities before Oberlin in this direction. Oberlin students in an unusual degree retain their love for the college and their willingness to work for it. In order to take advantage of assistance from former students in a systematic way, we are at work preparing a second card catalogue of all who have studied in Oberlin, both graduates and non-graduates, to be arranged geographically, for prompt use when these inquiries are received. The work of preparing this last-named catalogue is being done by some of the students who receive beneficiary aid.

The handling of the correspondence as above outlined I consider the most essential part of my work. Very closely connected with it, however, is my position as Chairman of the Committee on Admission, a work which has for a number of years been carried very efficiently by Professor Andregg, but which now seems naturally to belong in my office.

Under the supervision of the Committee on Outside Representation, I conduct a teachers' bureau for the benefit of members of the graduating class who expect to teach, and for recent graduates who are desirous of securing new positions. The College is frequently able in this way to render valuable assistance to its graduates, for which they are grateful; and theirs is a gratitude which finds expression later in the new students sent by them to us.

STATISTICS.

The officers of instruction and government for the college year 1899-1900 are as follows:

Professors	29
Emeritus Professors.....	2
Associate Professors.....	6
Instructors	14
Tutors	13
Librarians and assistants	6
Gymnasium directors and assistants.....	5
Administrative officers and clerks	10
Total	85

This list does not include non-resident lecturers.

The enrollment for the Fall term, 1899, was 1,102, as compared to 1,044 during the corresponding term a year ago. This enrollment was divided as follows:

College	397
Academy ..	289
Conservatory and Art.....	378
Seminary....	32
Physical Training.....	6
Total....	1102

The figures for the Winter term show that 139 students who were here in the Fall term have not returned, but that we have received 114 new students, the net loss for the Winter as compared to the Fall term being 25, making the enrollment for the Winter term 1,077. These gains and losses in detail are as follows:

GAINS.				LOSSES.			
	Men	Women	Tot'l		Men	Women	Tot'l
College.....	7	8	15	College.....	13	8	21
Academy.....	11	21	32	Academy.....	25	19	44
Seminary.....	6	1	7	Seminary.....	1	0	1
Cons. and Art....	21	39	60	Cons. and Art....	17	56	73
	<hr/>	<hr/>	<hr/>		<hr/>	<hr/>	<hr/>
Totals.....	45	69	114	Totals.....	56	83	139

Adding the 114 new students this term to the 1,102 enrolled in the Fall term, we have as the total enrollment for the two terms, 1,216. This is divided as follows:

	Men	Women	Total
College	189	223	412
Academy.....	181	139	320
Seminary	37	2	39
Conservatory and Art.....	77	362	439
Physical Training.....	0	6	6
Totals.....	484	732	1216

The percentage of men in the college department shows a decided gain, —last year it was 42 $\frac{7}{10}$ %, this year 45 $\frac{9}{10}$ %.

I have written to nearly all of the 139 students who were enrolled last term but did not return this term, inquiring the reason for their absence and endeavoring to keep in touch with them. Many of these will return later to resume their studies, and almost all of those from whom I have received replies have stated that they would be glad to join with me in the work for new students. Their reasons for not returning to Oberlin may be tabulated as follows:

Lack of money, causing students to drop out to teach or work..	27
Poor health, personal illness or illness at home.....	34
Died in Oberlin during the Fall term.....	1
Withdrawn from school by the parents.....	5
Dissatisfaction with work in Oberlin.....	2
Entered other schools.....	8
Dismissed or advised not to return.....	9
Dropped out to accept permanent positions or to go into business.	9
No answer, or no reason given in answer.....	44
<hr/>	
Total.....	139

In addition to attending to details of correspondence, admission of new students and statistics, as above outlined, some of my time is required for duties as Secretary of the Prudential Committee, as Chairman of the Committee on Outside Representation and Newspaper Correspondence, and as Chairman of the College Committee for the Distribution of Beneficiary Aid to young men. The Prudential Committee meetings require the best part of one afternoon each week. The editing of the College Catalogue, to be issued May 1st, will also take considerable time and attention.

For the carrying on of my work a suite of rooms in the College Chapel has been put into good repair and assigned to me. The office equipment includes desk, counters, safe, catalogue rack, tables, a fine fifteen-box Amberg letter file, copying press and a case for holding half-tone cuts and electro-types. I am glad to speak of the carefulness and efficiency of the work done by Miss Foote as stenographer.

Respectfully submitted,
GEORGE M. JONES.

REPORT OF THE LIBRARY.

To the President of the College:—

SIR: I hereby submit my annual report, covering the school year 1898-99. During the entire period covered by this report, I was away on leave of absence. Miss Eoline Spaulding was in charge of affairs during the year, and I take this opportunity of expressing to her my thanks for the fidelity and energy with which the work was carried on. Much of her time was diverted from its regular work, and necessarily much of the cataloguing was left undone. But the most pressing parts of the work were cared for, and I found all departments of the Library in excellent condition on my return.

EXTENT OF THE LIBRARY.

At the beginning of the year the Library reported 39,560 bound volumes and 25,984 catalogued pamphlets. During the year 1,143 books and 1,799 pamphlets were added, making the number of volumes, Sept. 1, 1899, 40,703, and the number of catalogued pamphlets 28,783. In addition to this number, the Library has the valuable library of General J. D. Cox, and certain other additions of former years which have never been accessioned because the force has not been large enough to attempt this extra work. A considerable part of the additions of the year included in this report were added to the uncatalogued portion of the Library, because my absence left the force too small to keep up with the current work. I estimate that at the present time there are at least 5,000 volumes and 18,000 pamphlets waiting for that lull in the pressure of the current work which never seems to come.

The Library has, moreover, 1,000 or more volumes of newspapers in temporary bindings, as well as a large collection of maps and charts, numbering at least 2,500. These also are not catalogued, although the use made of them is steadily increasing as the knowledge of their presence here is brought out more fully in these reports.

If, therefore, we regard an independent publication, whether bound or unbound, as the basis for a statistical statement of the Library's possessions, it is evident that the number is nearly, if not quite, 100,000. We have besides more than 10,000 duplicate books and pamphlets, ready for purposes of exchange.

To keep this mass of more than 100,000 items in order, to care for the new accessions, and provide for the wants of our regular patrons, averaging 100 for each day of the school year, is a task which makes heavy demands upon the members of the Library's small staff, to whose exceptionally faithful labors it is due that anything like satisfactory service is rendered under circumstances most unfavorable.

WORK OF THE YEAR.

During the year the Library was open 303 days. The average attendance during the days of the school year was about 400; during the summer vacation 60. The total number of readers for the year was 76,244. 14,127 volumes were taken from the Library for home use, by 1,047 persons. Since the public has free access to all parts of the Library it is impossible to estimate the number of volumes used within the library itself, but it is very evident that there is a steadily increasing tendency to use the books in the building rather than at home. This tendency is held in check somewhat by the unsatisfactory conditions under which study is possible in our crowded reading-room.

In the cataloguing department 1,752 volumes and 2,799 pamphlets were catalogued, requiring the preparation of 6,184 new cards for the catalogue and the correction (by incorporating additions) of 3,074 others. This small number, as compared with previous years, is due, as already explained, to the diversion of much of Miss Spaulding's time to administrative duties.

NEEDS OF THE LIBRARY.

I wish to devote the remainder of this report to a statement of some of the difficulties under which the work is being carried on, in order that it may be understood by yourself, as well as by the public, why many desirable improvements are delayed.

1. *Room for Books.*—Mr. W. C. Lane, the accomplished Librarian of Harvard University, has in his last report so well stated the necessity that there be a sufficient amount of free, working space on the shelves, that I venture to borrow a few lines from his report. He says: "A book stack with its books well classified on modern lines is like a sponge partly filled with water, which can soak up and hold perhaps an equal quantity of water in addition before it is saturated. Our book-stack is not yet saturated with books, but in some parts it begins to approach that condition and . . . it is likely that the point of saturation will be dangerously near before we are prepared for it. Relief is demanded long before that condition is reached, for a book-stack entirely filled is as impossible to deal with as a sponge when completely saturated." In the case of this library, the exact condition of a completely "saturated" book-stack has been attained. Every shelf is crowded, often so tightly that it is with difficulty that a book can be removed. In the entire Library there is hardly an unoccupied foot of shelf-room. Such a condition is, as Mr. Lane says, "impossible to deal with." The chief difficulty is not that every new addition requires a vast amount of shifting, moving, and crowding together of books to make room for it, nor that books can be returned to their proper places only with a great expenditure of time and trouble; it is that the entire educational effect of a carefully classified collection of books is largely destroyed, that

students cannot and do not comprehend the relationships of books, but think of the Library as a vast congeries with little or no system, and so to a considerable extent the very work which the Library is trying to do is defeated. For the proper display of the books as at present classified, and for the reasonable room for growth which is essential, we need at least 1,000 feet of new shelving.

But we need room also where may be put the large number of recent additions which must wait, perhaps for a considerable time, before they can be catalogued. We have no place at present available for such books. Part are packed away on the first floor of the building, part are on the third floor, while the rest crowd the Librarian's office and compel the removal of the collection of reference books which he ought always to have at hand. At least 1,000 feet of new shelving should be provided for these accumulations. It would then be possible by preparing temporary author cards for these books, and by giving them temporary numbers, to make them available for use, and much time now spent in the endeavor to prevent duplications would be saved.

2. *Room for Work.* We need room for this purpose quite as much as for books. One reading room is not adequate for the demand upon it. We need at once the room below it, which could be so arranged as to give a reading-room seating 50 people. By placing here the "Reserved" and Reference books relating to certain topics, as for example, Theology, Philosophy and the Natural Sciences, it would be possible to considerably relieve the main reading-room and to greatly increase the pleasure of working in the Library.

It would also considerably increase the efficiency of the Library staff if adequate room were provided for its work. Four of us work in a room barely 16 feet square, and this same room is the general reception room where all inquirers come. Add to this the frequent ringing of the telephone bell, and the passage of janitors and others through the room to the third floor, and you have a condition very unfavorable to steady concentrated work. Far from the catalogue, limited by considerations of space as to Reference books, with one clerk up one pair of stairs, and the stenographer at the other end of the building and down two pairs of stairs, it is a wonder that under such unfavorable conditions the amount of work done is so large.

All these considerations make clear the immediate necessity of moving the departments of Geology and Zoölogy from the first floor and placing the entire building at the disposal of the Library.

3. *Money for Books.* I would also again emphasize, as I have done in other reports, the needs of larger book funds. Our present income is ridiculously inadequate and must be increased. If, temporarily, some friend of the College would add to our income \$1,000 yearly for books, it would be of the greatest possible help to the work. As you will see by the reports

of the individual professors the wants of books is keenly felt. No College work can be of the highest quality which is not based on wide investigation, and the facts, in many departments, must be obtained from books. With many thanks for your cordial coöperation,

Respectfully submitted.

AZARIAH S. ROOT.

REPORT OF THE DEAN OF THE WOMAN'S DEPARTMENT.

To the President of Oberlin College:—

SIR: During the current year just closed the number of women in all departments has been, for the Spring term 610, for the Fall term 663, for the Winter term, to the present date, 648. This is a gain over the last year of 5 for the Spring term, 36 for the Fall term and 23 for the Winter term.

You may be interested to compare these numbers with the corresponding numbers thirty years ago when I was appointed successor to Mrs. Dascomb. At that time our long vacation was in the Winter. The records for that year are—Spring term 312, Fall term 298, Summer term 255. Comparing the Summer term of '70 with the Spring term of '90, we find a gain of 355.

DISCIPLINE.

There has been no serious discipline during the year.

HEALTH.

There have been a few cases of protracted illness, but no deaths have occurred. There has been no epidemic during the year.

The burning of Lord Cottage was a calamity, but the fact that no lives were lost calls forth feelings of gratitude akin to those with which we welcome a blessing. Many of the young women lost all of their worldly possessions, but our citizens kindly received them into their homes until the College could make permanent arrangements for them. Many friends donated clothing and four hundred dollars in money has been divided among them. Miss Manley, the matron of Lord Cottage, passed through the double ordeal of fire and water courageously and is now doing her best to adjust a large family to a small house.

KEEP HOME.

Owing to its unsanitary condition, Keep Home has been closed for the year. This throws a heavy burden upon a worthy class of students and we earnestly ask for the repairing of Keep Home as well as the rebuilding of Lord Cottage.

Talcott Hall, under the care of Mr. Winfield Hatch and Mrs. M. J. P. Hatch, continues to be what it has been for years, a model college boarding house.

Since September, Baldwin Cottage has been under the care of Mrs. Mary M. Clark, a lady whose varied experience and wide acquaintance with the world especially fits her to become the head of a student household.

In closing this report I feel moved to say that thirty years of executive life in Oberlin College has given me a profound conviction that the fathers were *called* who laid its foundations, and that the noble work which Oberlin did for the nineteenth century is but an earnest of the broader and nobler work she will do for our country and the world in the twentieth century.

Respectfully submitted,

A. A. F. JOHNSTON.

REPORT OF THE PRINCIPAL OF THE ACADEMY DEPARTMENT.

To the President of the College:—

SIR: The numbers in the Academy for the present year are about the same as they were a year ago. If there is any change it is on the favorable side. It was reported last year that the Senior class numbered eighty-five. By additions to the regular registration of those who were not so registered at that time, the number was increased by the end of the year to about one hundred. A little more than half of this number was young men; thirty-six of those and twenty-three young women are now Freshmen in Oberlin, twelve entered other colleges, twelve are still studying in the Academy, while twenty-one, so far as I can learn, are not in school at all. For the present year, the Senior class contains seventy-five young men and fifty young women. The usual porportion of this number will probably fail to complete their work, and will not be ready to enter college next fall. Some are distinctly preparing for other colleges. The Academy ought, however, to send to the Freshman class of 1900 a larger number than for some time. It seems to me, that all who are interested in Oberlin need to keep in mind the fact that the number of young men is slowly but steadily decreasing. Last year in visiting the high schools, one could not help noticing that it was the personal effort of those connected with the colleges that proved effective in drawing young men to the colleges which they attended. This was especially called to my attention in one of the large high schools which I visited. The Superintendent said very distinctly: "Oberlin will lose our boys if she does not do this work." I hope the time may soon come when the right man may be employed to give his whole time for some years, to going about among the schools seeking men and not money.

The teachers of the Academy would be glad to have the question of a separate catalogue and special advertising for the Academy considered by the proper committee.

Respectfully submitted,

JOHN FISHER PECK.

REPORT OF THE DIRECTOR OF THE CONSERVATORY.

To the President of the College:—

SIR: The financial depression following 1893 was a little slow in reaching us. We felt it very little until 1895. In fact our catalogue published in 1896, which includes the enrollment of the preceding year, gave the names of 720 students. The next two years witnessed a falling off in attendance of 141 students, the smallest number we had enrolled since 1889. From this number (579 in 1898) the attendance has increased until in our present catalogue, giving the enrollment for 1899, we have 656 names. We seem to be slowly retrieving our fortunes, and hope another year will see quite a gain in numbers over the past year. The work of the school has not been allowed to lag during these unfavorable years. Still with the increase in numbers comes a renewed courage to push forward to a hitherto unattained degree of excellence in all departments.

It has been our custom during the last dozen or more years to give some one of our teachers a year's leave of absence on half salary, in order that he might visit some of the European musical centers for needed rest and refreshment of his musical powers. By this plan we hope to give our hardest-worked teachers a year off, once in ten or twelve years. Although this adds some to the labor of carrying on the school, by reason of the difficulty of providing suitable teachers in the different departments, still the results are most beneficial to the growth of the school. Last year it was Professor Andrews' turn to be away, and he spent the year in study in Paris. This year Mr. Heacox, our principal teacher of Theory, is working along the line of his department, in Leipzig.

The religious interest in the Conservatory is not what we wish it might be. A weekly prayer-meeting is sustained by the faithfulness of some of our teachers and students. This in addition to some private work of teachers among students, and of students among themselves, is the extent of the directly religious work that is done for the school; but I am sure many a student would gladly testify to the uplift which he has received from some of our teachers, in this direction.

Growth in the department of History of Music has been such as to necessitate larger quarters for the department, and accommodations have now been provided which will probably meet all future demands.

Since my last report, the Pianoforte department has been strengthened by the addition to its Faculty of Mr. William Treat Upton, who after graduation from both the Conservatory and College, spent two years in study in Vienna, with probably the greatest of living piano teachers, Theodor Leschetitsky, and returning, took up his work a little more than a year ago.

As to the needs of the Conservatory, they are neither few nor small. Perhaps our greatest need is an endowment sufficient to enable us to em-

ploy an adequate number of teachers so that our more advanced teachers need not spend so much time in the class-room that they have neither time nor strength to give to their own improvement. After five hours of concentrated thought in the class-room, besides attending to the numerous wants of many of their pupils, few teachers can do much in the way of study that will keep them in proper condition for doing their best work, and abreast of the times. It seems plain to me that it is going to become increasingly difficult as the years go by to maintain the high degree of efficiency that we covet for this school, without some relief in this direction.

Warner Hall has most admirably met the need of the Conservatory for the past sixteen years, but it is now full to overflowing, and not more than two-thirds of the young people desiring to do their work there can be accommodated. The remainder must seek their practice in the homes of the town wherever it can be found: often on poor pianos, poorly taken care of; generally in sitting-rooms which must be occupied much of the time by members of the family, or in parlors which are often so inadequately warmed as to be an exposure to the health of persons occupying them. Some families object to the disturbance of music practice in their houses, and the number of places that are available for practice is rather limited.

Plans are being matured for an addition to Warner Hall that, if provided, will furnish a large amount of additional room.

The Organ department of the Conservatory has received a new impulse since the return of Professor Andrews from his year in Paris. A new organ for Warner Concert Hall would add very much to our facilities for growth in this department.

The need to the country and to the world of a school of music where only the best work is done, and the best models only are presented to its students for their inspiration and guidance, it seems to me was never greater than now. Why may not Oberlin, which has already done so much for the intellectual and moral improvement of its students in other departments, afford similar opportunities to those who want to fit themselves for usefulness in the art of music?

Respectfully submitted.

FENELON B. RICE.

REPORT FOR THE SUMMER TERM OF 1899.

To the President of the College:—

SIR: In the last term of the "Oberlin College Summer School" a course was given in Chemistry by Professor Jewett, a course in Zoology and one in Ornithology by Mr. Lynds Jones. As Professor Cressy was not able to teach, the courses which had been planned for him in Shakespeare

American Literature and in Grammar and Composition were given by Mr. G. H. Durand and Miss Flora Bridges, both successful teachers of English. Miss Hubbell gave a course in Elocution. Beginning French was given as a double course by Mr. Cowdery, and Beginning German in the same way by Professor Martin. I gave a course in College German. Professor Shaw gave Latin III, VII and IX of the Academy course. Professor Hosford gave a "Teachers' Latin Course" similar to the one described in last year's report. Greek III of the Academy course was given by Professor Peck, and a course in College Greek by Professor Martin. Professor Hall gave a course in Early English History and one in Early American History. Professor Carver had a class in Political Economy and one in A Study of Comparative Politics. I gave courses in Arithmetic, Algebra and Geometry, and Mr. George M. Jones had a class in Surveying.

More courses were given than in any preceding year of the school under the present management, the faculty was larger, and more money was spent in advertising. The attendance was 111, a decrease of nine from the preceding year. But as the tuition had been increased to \$15 all the expenses were fully met.

A very successful course of lectures was given in connection with the Summer School. The lecturers were President Barrows, Professor King (five lectures), Professor Martin, Professor Caskey, Professor Hall and Professor Carver. These lectures were well attended by the townspeople as well as students.

Respectfully submitted,

F. ANDEREGG, Principal.

REPORT OF THE DIRECTOR OF THE MEN'S GYMNASIUM AND PROFESSOR OF PHYSIOLOGY.

To the President of the College:—

SIR: No changes have been made in the gymnasium or in the work of the department since my last report. 141 new men have been given physical examinations and 14 have been re-examined, besides the large number of Field Day contestants and candidates for positions on the Varsity baseball and football teams. The gymnasium was open for voluntary attendance five weeks in the Spring term and ten weeks in the Fall, with an enrollment of 49 and 54 respectively. This winter, in addition to 117 Academy students, who are required to attend, there are 36 enrolled from the College and 7 from other departments—a total of 160 in eight classes. The teachers in the gymnasium at the present time are the following: J. M. Davis, of the Theological Seminary; R. P. Jameson, C. W. Peirce and I. D. Scott, of the Senior class; E. F. Adams, H. N. Bradley, R. E. Brown, and D. B. Reed, of

the Junior class. Five members of the Sophomore class are in training for similar positions.

The courses of instruction offered in the College and in the Normal Course in Physical Training for Women are the same as last year. The numbers in attendance upon them have been as follows:

	MEN	WOMEN
Human Anatomy, fall of 1899,	3	1
Human Physiology, winter of 1900,	6	19
Hygiene, spring of 1899,	16	31
Physiology of Exercise, spring of 1899	4	9
Gymnastic Theory, fall of 1899,	4	6
Physical Training (practical), winter of 1900,	5	.....
Literature of Physical Training I., fall of 1899,	.....	5
Literature of Physical Training II., winter of 1900,	.....	5
History of Physical Training, spring of 1899,	.....	8

The summer of 1899 was spent in Cambridge, Mass. Twelve lectures on the history and literature of physical training were given there, to advanced students in the Harvard Summer School of Physical Training, and the rest of the time was devoted to further study of the same subject and to practical work.

Respectfully submitted,
FRED EUGENE LEONARD.

REPORT OF THE DIRECTOR OF PHYSICAL TRAINING IN THE
WOMAN'S DEPARTMENT.

To the President of the College:—

SIR: While Dr. Hanna is away, on leave of absence, the work of the woman's gymnasium is being kept as closely as possible to the general plan outlined by her, in her last annual report.

This report covers only the time of my work, as her substitute, beginning in September, 1899. In September and October, and in January, all new members of the gymnasium classes received "first measurement," and some old members, who so requested, received "second measurement."

The numbers are:

	Oct.	Jan.	To date.
First measurement	162	40	202
Second "	14	13	27
	<u>176</u>	<u>53</u>	<u>229</u>

[REDACTED]

We have had charge of the physical training in the Oberlin public schools, as in previous years; and as formerly, a class of Kindergarten teachers has met on Saturdays, at our gymnasium, the only regret coupled with their appreciation being that their occupation prevented their meeting oftener.

Sophomore and Junior basket ball teams have played regularly through the fall; and Freshmen and Senior teams are now organizing for the spring practice. We continue to use the official rules, with only the "time-limit" modification.

The assistants in the department are Miss Carrie DeLaMater, as before, and Miss Mary Reed. Miss Reed is one of our own students and has since taken advanced work in Dr. Sargent's Normal School.

Dr. Leonard gives one lesson per week in floor work to the normal class; and Dr. Karl Zapp, of the Cleveland Germania Turnverein, gives to the normal pupils one fencing lesson per week, which they repeat with me.

Six students are completing the Senior work of the physical training course; but, owing to the re-casting of that course, we have, this year, no Junior normal class.

The normal schedule has been similar to that of last year with a few additions.

A class has been added in periodical literature, and has proved valuable and interesting. Selected magazines at Spear Library have been assigned, each student watching certain ones, to report and review any new articles which have even remote relationship to our lines. In addition to this, these students have taken up a series of subjects of technical value, and have brought to the class, for discussion, reviews and abstracts of articles or books given out for the purpose. So far, we have included reports and discussions on the following series:

1. Evolutionary implication of the succession of play interests, from birth to adolescence.

2. Centralization of population, as affecting the character of physical training needed.

3. Physical training as an agent of social (and personal) reform.

4. Function of military drill.

5. The national solutions of the physical training problem.

6. Personal so-called "systems," as Delsarte, Emerson, etc.

7. Study of the child.

8. Play, and the play-ground movement.

9. Plays and games among the Greeks.

10. Child interest: psychology of attention.

11. Mental fatigue.

12. Nervous diseases in children.

13. Physical training in the public schools of our several great cities.

During the spring term we shall continue the study, begun last fall, of measurements, personal histories, charts, diagnosis and treatment of spinal curvature, prescriptions of exercise, etc., and theses drawn from personal investigations will be prepared by the students.

Respectfully submitted,

ALICE BERTHA FOSTER.

REPORT OF THE DEPARTMENT OF MEDIAEVAL HISTORY.

To the President of the College:—

SIR: During the Fall term thirty-nine students elected Mediæval History, a five-hour course, and ten visitors came regularly to the class. A two-hour course of lectures on Mediæval Architecture was elected by twenty students. The class room was crowded by visitors, many of whom took notes, but received no credit for their work. The present term offers a five hour course in the History of Civilization. This was elected by thirty-seven students; also a two hour course of lectures on Italian Renaissance Painting elected by twenty-five students and attended by a large number of regular visitors.

Lectures have been given outside of Oberlin, the most important perhaps being six historical lectures before the Monday Club of Cleveland, a lecture before the Federative Clubs of Ohio, at Oxford College, subject, "The Ideal College Curriculum for Women," three lectures before teachers' associations on "How to Teach History," and an address to the High School of Helena, Ark.

Respectfully submitted,

A. A. F. JOHNSTON.

REPORT OF THE DEPARTMENT OF GEOLOGY AND ZOÖLOGY.

To the President of the College:—

The instruction in these subjects has proceeded as laid down in the catalogue. In Vertebrate Histology there were seven men and six women; in Entomology three men and six women, in Vertebrate Embryology seven men, in outlines of Geology, twelve men and twelve women, in Comparative Anatomy of Vertebrates, two men and two women; in outlines of Zoölogy, seventeen men and twenty-four women; in Advanced Geology five men and two women.

Mr. Jones' class in introductory Ornithology enrolled eleven men and

twenty-one women; in advanced work in the same subject there were two men and seven women.

In the Summer school Mr. Jones conducted two classes; in Ornithology there were five men and seven women; and in outlines of Zoölogy there were two men and two women.

In all of the work in this department there is a large proportion of the time given to laboratory or field or bibliographic work, and the number of hours of instruction given is often double, sometimes treble, the number of hours for which the course counts in the curriculum.

The laboratory and museum equipments of the department are fairly good for practical purposes, but the housing has come to be so narrow that it has interfered seriously with the success and growth of the department for several years past. We occupy the space that is left in the lower story of the Library building, which space is growing less and less as the Library increases in size. Only a quarter of the space originally allotted to the museum is now available. Some of the cases with their contents have been carried to various rooms in Peters Hall. Many of the specimens have been boxed up and deposited in the cellar of the Library building. The cases remaining in the museum room have been piled upon each other, with no thought of displaying the specimens, but only of finding sufficient cubic space between the floor and the ceiling for their storage. The large collection of water birds received during the year, principally by gift, cannot be unpacked, and the boxes containing them cumber the floor of one of the laboratories. The head and tusks of the Brownhelm Mastodon, also obtained during the year, can only lie in the basement, awaiting a day when space can be afforded for working them out. Meantime the Library is equally crowded, even into the attic, for lack of the rooms now used for lectures and laboratory work. It is evident that the whole department must very soon leave the Library building, where it has been hospitably housed for a much longer period than was ever contemplated when it first moved in.

The instruments and collections are of great value, and ought never to be placed in a building that is not fire proof. For ten years they occupied a place in Cabinet Hall, during which time the building took fire three times, and we narrowly escaped the disaster of total destruction, which recently overtook the collections of Dr. Claypole at Buchtel College in Akron. The successful work of the department also requires well lighted laboratories and work rooms, conveniently grouped with lecture rooms and museum, which can only be realized in a building planned for the purpose. The plan should also include the botanical department, as it is evident that no step can be taken towards erecting the Finney chapel without throwing this department out of its present quarters. By the very growth of the college, these three departments, botany, zoölogy and geology, with their most valuable herbaria, museums and laboratory equipment, are crowded out of

doors. The need of a natural history building which shall provide for them all is thus brought to a most urgent crisis.

In view of the annual deficits which still burden the college management, one may well hesitate to call for new buildings, which will inevitably increase the annual expenditures. But the same has been true for many years in the past, and meanwhile the needs and pressure have accumulated to the extent which is here described, and some action seems unavoidable.

Respectfully submitted,

ALBERT A. WRIGHT.

REPORT OF THE DEPARTMENT OF THE HARMONY OF SCIENCE AND REVELATION.

To the President of the College:—

SIR: Since my last report I have had two classes in Christian Evidences, one being placed in the fall term in anticipation of my absence. These having been attended by 25 men and 15 women, a total of 40. Owing to a conflict of hours in the fall term, many were not able to take it who so desired, and I have consequently yielded to an unusual pressure of students to make it up in private, in all cases, however, requiring the preliminary consent of the Committee on Substitutions. From fifteen to twenty such have given evidence of having done the work, together with the extra amount required, in a very satisfactory manner. Still I feel that the proportion of students who take this course is much smaller than it ought to be for the good of their development. I trust that, on my return, hours and courses may be so adjusted that there shall be a freer opportunity for those to take the course who so desire, than has been possible the last two or three years. The course is really a fair substitute for inductive logic, which is not given its proper amount of attention in the present curriculum. It also involves the study of an historical period of greatest importance which is scarcely touched in the other courses.

In Greek Bible, in the spring of 1899, my class numbered 18 men and 13 women. These read one of the Gospels and several of the Epistles. My conviction grows that no other plan of studying the Bible is so satisfactory with a class as that of reading from the original.

The class in Glacial Geology included 35 men and 48 women, and much enthusiasm was displayed in the study by all the members. This class served the double purpose of furnishing the regular student of geology an advanced course and to all others a most interesting introduction to the general subject which will serve them as a highly valued portion of their general education. Those who had studied general geology were assigned specific

subjects of investigation and reading upon which they prepared a thesis. The rest of the class were fully occupied in preparing the specific lessons of the day and in the additional reading they were compelled to perform to get a proper understanding of the subject. The text-book used was "The Ice Age in North America," but the time of the class was mostly occupied with lectures giving the substance of the chapters and the abundant additional facts at my command. Frequent written tests were given to the entire class to secure their close application to the study. On my return from Siberia I shall doubtless be able to add largely to the attractiveness of the subject, which, as I have said, is admirably adapted both to beginners and to advanced students; for it is still a question whether it is not better to begin the study of geology with the glacial phenomena, which are the latest, most easily within reach, and most comprehensive in their entire significance.

Respectfully submitted,

G. FREDERICK WRIGHT.

REPORT OF THE DEPARTMENT OF HOMILETICS AND PRACTICAL THEOLOGY.

To the President of the College:—

SIR:—The work in my department in the Theological Seminary, embracing the subjects of Homiletics and Practical Theology, has been prosecuted this year with increasing interest and manifest success by all who have taken it up.

In my Homiletic instruction my endeavor is to teach and train my pupils to a skillful use of those principles of Homiletics which the experience of the Christian Church has proved best for conveying and impressing the truths of the Gospel. I am constantly stimulated in this endeavor by the thought that our work as a Seminary, in all departments, has for its general aim the making of our students good effective preachers of Biblical Christianity. For the accomplishment of this aim, so far as my own particular work is concerned, I dwell much and frequently upon the importance of making the sermon clear and simple in language and arrangement, scriptural in doctrine, striking in illustration, convincing in argument, and persuasive to right action and good living.

My classes in Plan Construction, though elective, are largely attended, and the work done in them, to give the students practice and skill in sermonizing, shows excellent results.

The Preaching Exercises the present year are marked by a sustained interest and a high standard of excellence in the performances. These exer-

cises are attended by the Faculty and the students, and call to assigned parts of different kinds every student in the Seminary. We aim to make each occasion a quickening and inspiring religious service as well as a profitable academic function.

In Practical Theology my class-room instruction is combined with a carefully arranged course of reading on the various topics discussed, by means of which a broader and richer impression of them is obtained. This result appears in the papers upon assigned subjects prepared by the members of the class, and read in the presence of the class and their teacher for criticism and comment and additional suggestion. With my work in Practical Theology I combine instruction in the work of Modern Missions to non-Christian Lands. I have enlarged the course given last year so that, this year, it is a two hour course extending through the entire second semester of 17 weeks, and embracing with the examinations scattered through the term, 30 lectures. The course as now given discusses different kinds and methods of missionary activity and the various problems of missions, as they concern the missionary work in the foreign field and as related to our home churches. It describes with considerable fulness the peculiar features, difficulties, and encouragements of the work as it has developed and now exists in each and all of the countries included in the Foreign Missionary field. Combined as my lectures are with a course of select readings, which demands for its accomplishment two hours' work outside the class-room for every hour spent in it, they are sufficient in my judgment to give my pupils an intelligent conception of the nature and the grandeur of the missionary work of our times, and make evident to them the strong appeal it makes to our churches and ministry for their active support. The interest taken by the students in this course of missionary study has been very gratifying to me.

Respectfully submitted,

A. H. CURRIER.

REPORT OF THE DEPARTMENT OF HISTORY.

To the President of the College :—

SIR: I present the following report of my work for the year 1899-1900: In the Spring term of 1899 I taught four classes, making in all twelve hours a week. My three-hour elective class in Latin numbered ten—two men and eight women. We read three of Seneca's Moral Essays, *De Providentia*, *De Tranquillitate Animi*, and *De Brevitate Vitæ*. My two-hour elective class in Latin had been continuous throughout the year, and in the

Spring Term numbered twelve—one man and eleven women. We continued an outline study of Latin Literature, reading selections from the authors from Lucretius to Ovid and Livy. My two-hour elective class in English History numbered forty-one—seventeen men and twenty-four women. We completed Vol. III. of Gardiner's *Students' History of England*, with lectures and tests. My five-hour elective class in American History numbered eleven—seven men and four women. No text-book was used, but the lectures were supplemented by a good deal of reading in the Library, and frequent written tests were given. The lectures covered the latter part of the Old French War, the Causes of the Revolution, and the first half of the Revolutionary conflict. Each member of the class prepared a careful and thorough paper.

In the Summer School I had two men in English History, and three men and three women in American History. Both classes took up the early history of the two countries.

During the present College year I have thus far taught five classes each term, making in all sixteen hours a week. In the Fall term I had twenty-four Freshmen—fourteen men and ten women—in the required Latin. We read Cicero's *De Senectute*, and nearly completed both the oral and written exercises based on the *De Senectute* as given in Miller's *College Prose Composition*. Two men and one woman failed in the work. In the Winter term, in the same class, I have had twenty-eight—fifteen men and thirteen women. Twelve of the men and ten of the women were in the class the previous term, while three men and three women are new members. We are reading the First Book of Livy, with no composition work. My three-hour elective class in Latin numbered in the Fall term twenty-two—five men and seventeen women. In the present term it numbers twenty-four—five men and nineteen women. Three of the men are the same, two dropping out, and two being added. Twelve of the women are the same, five dropping out, and seven being added. We have thus far read three plays of Plautus, the *Captivi*, *Trinummus*, and *Rudens*, and one play of Terence, the *Phormio*. A pleasant feature of the work has been a dramatic reading of each play in a continuous session of less than two hours each.

My two-hour course in American History numbered in the Fall term thirty-six—fifteen men and twenty-one women. In the present term it numbers thirty-eight—eighteen men and twenty women. Ten of the men and twelve of the women are the same as in the Fall term. Five men and nine women have dropped out, while eight men and eight women have been added. In the Fall term we completed Vol. I. of Doyle's *English Colonies in America*, and in the present term shall complete Vol. II. Both volumes were accompanied by lectures, and frequent tests were given.

My three-hour course in American History numbered thirteen in the Fall term—five men and eight women. In the present term it numbers

twelve—five men and seven women. Two men and four women have dropped out, while two men and three women have been added. No text-book has been used, but the lectures have been accompanied by reading in the Library, and frequent written tests have been given. The lectures have covered the history of the middle colonies during the Seventeenth Century, of all the thirteen colonies from 1700 to 1750, and we have now nearly finished the Old French War. Creditable papers were prepared by the members of the class in the Fall Term, and they are working on similar papers for the present term.

My five-hour course in English History numbered in the Fall Term nine—four men and five women. In the present term it numbers five—two men and three women. Two men and two women have left the class. Stubbs's Select Charters has been the basis of the work, and we are just entering on the reign of Henry II., 1154-1189. The Latin documents have been translated first by the teacher and on the following day by the pupils. The lectures have taken a much wider range and have been accompanied by reading in the Library, while the whole work has been tested by frequent written examinations.

I wish to express my hearty thanks to the Trustees for the vote which changed my title, and, as I hope, pointed toward the speedy devotion of all my time to the chair of History.

Respectfully submitted,
L. B. HALL.

REPORT OF THE DEPARTMENT OF CHEMISTRY AND MINERALOGY.

To the President of the College:—

SIR: The prospects of this department were never brighter than they are to-day. Through the liberality of one of our trustees, Mr. Louis H. Severance, of New York City, a commodious and well-appointed chemical building is in process of erection, and will be ready for occupancy at the beginning of the Fall term. It will provide accommodation not only for the number of students now in college, but also for the increased number that will naturally be attracted here by the improved facilities for instruction and work in science.

At the beginning of the Fall term, Joseph S. Chamberlain, Ph.D., a recent graduate of Johns Hopkins University, was employed as assistant in this department and in that of Physics. His chemical studies and five years' experience in laboratory work and teaching have qualified him for the efficient and acceptable service which he is rendering the college.

The subject of General Inorganic Chemistry is taught during the Fall term (13 weeks) to the Sophomore class. During the past two years the number of recitations and lectures per week has been three, with five hours work in the laboratory. In order to secure a more adequate acquaintance with the subject, it is proposed to lengthen, by half a term, both this course and the course in Qualitative Chemical Analysis which has heretofore been taught in the winter term. The students will thus be better qualified to carry on successfully the more advanced work in chemistry made possible by the improved facilities of the new building. The number of students in these two courses has been 65 and 28 respectively.

There has been no material change in the courses of Quantitative Chemical Analysis and in Organic Chemistry.

The class in Mineralogy, taught in the spring term, numbered eleven. Much help has been derived in teaching this science from the recently acquired cabinet of minerals, and from a carefully selected, although small collection of individual crystals secured by purchase.

A pressing need of the department is an addition of both books and periodicals to the library. Of the latter (aside from those taken by myself) but two are subscribed for by the library, the Journal of the London Chemical Society and a German Journal of Analytical Chemistry. Half a dozen good periodicals treating of the different branches of chemistry would be a definite addition, and would greatly aid in carrying on the work of the department.

Respectfully submitted,

F. F. JEWETT,

REPORT OF THE PROFESSOR OF THEOLOGY.

To the President of the College:—

SIR: The last two reports of this chair have explained so fully the methods and work in Theology, that a brief statement may suffice for the present year. In view of recent criticisms of our Theological Seminaries, however, it may be well to call special attention to the definite statements of previous reports, with their proof that unusual attention is given to the philosophical and scientific side in the first year's work of the chair, and that the second year is practically a continuous *seminar* requiring much work and independent work from each student. It is probably wholly within the truth to say that the student does five times as much work under this system, as under the lecture system, as it has been commonly conducted. No student ought to be able to get through the course without a

first-hand knowledge of the great types of modern theology, and a theology of his own.

In justice to the philosophical department of the college, it also should not be forgotten that the first year's work of this chair, according to the plan originally submitted by me to the trustees, is distinctly philosophical, and is intended to contain the most important part of my previous work as Professor of Philosophy.

In connection with the course in the Bearing of Evolution upon Philosophy and Religion, "A Selected Bibliography of Evolution" was prepared. It was issued in May as "Oberlin College Library Bulletin No. 4."

Perhaps the most important of numerous lectures of the year have been a series of three lectures upon the Atonement given before the Kalamazoo Conference of Michigan, a series of four lectures on the Great Inferences from Modern Psychology given both before our Summer School and before the Kindergarten Training School, the annual opening address of the Theological Seminary on the Demands of Modern Psychology upon the Minister of To-Day, and a series of five lectures just completed at the University of Michigan, under the auspices of the University Y. M. C. A., in the line of Christian Evidences. The supply of the pulpit of the First Church, since Dr. Brand's death, has devolved upon Professor Bosworth and myself, and we have gladly undertaken the work in the interim between pastorates, in the hope of helping somewhat the unity of the entire community life.

The statistics of the different courses taught by me during the year follow:—

1. "The Microcosmus," five hours a week, through the Fall and Winter terms, elected by 16 men (5 theological students) and 12 women.

2. Bearing of Evolution, five hours a week, through the Spring term, elected by 13 men (3 theological students) and 17 women.

3. Theology II, five hours a week, through the year, required for Seniors in the Theological Seminary, taken by 8 men and 1 woman.

4. Elements of Theology, one hour a week through the Fall and Winter terms, required for Seniors in College, taken by 40 men and 40 women.

5. Theological Encyclopedia, two hours a week, through the Fall term, required for Juniors in the Theological Seminary, taken by 6 men and 1 woman.

6. Old Testament Prophecy I, three hours a week, through the Spring term, required for Juniors in the Philosophical Course and elective for others, taken by 25 men and 34 women.

7. Browning, one hour course given by special request of College Seniors, regularly elected by 5 men and 12 women, and attended by others.

Respectfully submitted,

HENRY CHURCHILL KING.

**REPORT OF THE DEPARTMENT OF NEW TESTAMENT
LANGUAGE AND LITERATURE.**

To the President of the College:—

SIR: Twenty-nine students are enrolled in this department the present year, four of them being in the required course of the Junior year and the rest in the elective courses. A beginning has been made in the execution of the plan, mentioned in a previous report, for directing the New Testament study of our graduates in the ministry. One such graduate is carrying the course in the Epistle to the Romans given in class the present semester.

In addition to my Seminary teaching I have the College class in Freshman Bible this winter which numbers 146, and which constitutes a considerable addition to my work.

The amount of teaching required by the curriculum leaves little leisure, even in the summer vacation, for literary work. During the past year, however, I have completed a book entitled "Studies in the Acts and Epistles" for the use of college students, of which a second edition is now in press, and which seems likely to have a considerably increased circulation another year. I have also prepared articles for the "Bibliotheca Sacra," "Biblical World," "Inter-Collegian," and "Men."

In the summer of 1899, as for some years previous, I gave a Bible course in the College Conference at Northfield, Mass., and am under engagement to give such courses the coming summer in the College Conferences at Northfield and Lake Geneva. I have given addresses at various places during the year upon subjects connected with the New Testament department, the most important being, perhaps, a series of five given at Purdue University, Lafayette, Ind.

In association with Professor King I have preached for the First Church since Dr. Brand's death last April. This work has seemed to Professor King and myself calculated to contribute to the close connection between college and town that has been so happily characteristic of all the history of Oberlin.

This outside work of various kinds has all been distinctly Biblical in its character, a presentation in popular form of the results of my class room work, and has been found decidedly conducive to greater efficiency in the regular work of the department.

The only new work contemplated in the department the coming year is a course in Johannine Theology, which will be given as a seminar.

Respectfully submitted,

EDWARD I. BOSWORTH.

REPORT OF THE DEPARTMENT OF GREEK LITERATURE AND CLASSICAL ARCHÆOLGY.

To the President of the College:—

SIR: The courses of the present year in the department of Greek and Classical Archæology do not differ from those which have been offered in some previous years. The Freshmen recite in two divisions. The Fall term was occupied with Lysias, and a review of the essentials of Greek Syntax. The work of the Winter term is Plato's Apology and Crito, with some additional work in Xenophon's Memorabilia. Selected portions of Jebb's Primer of Greek literature are studied each term.

The class included in the Fall term forty young men and twenty-nine young women, in the Winter term forty-one young men and twenty-eight young women. The two hour elective is this year devoted to Attic Oratory. In the Fall term the work is in Attic Oratory up to the time of Demosthenes. In the Winter term Demosthenes' Orations against Philip form the subject of study. The class numbered in the Fall term sixteen, of whom three were young men. The numbers for the present term are five young men and eight young women.

Greek Tragedy is studied in the three hour elective. The course contemplates the careful reading each term of two plays each of Aeschylus, Sophocles, and Euripides, with the rapid reading of several other plays of each author by the assignment of parts. For the Fall term the Prometheus and Agamemnon of Aeschylus, for the Winter term, the Antigone and Oedipus Tyrannus of Sophocles are the plays selected for thorough study. The class was made up in the Fall term of seven young men and nineteen young women, in the Winter term of four young men and twenty-three young women.

In the department of classical Archæology, an outline course in the history of ancient art is offered. The Fall term is taken up with Egyptian and Assyrian art, the present term with Greek architecture, painting and early Greek sculpture. The class was composed in the Fall term of twelve young men and thirty-one young women. The members for the present term are fourteen young men and forty-one young women.

In connection with and as a part of this course is the weekly lecture in Bradley Auditorium, illustrated with the stereopticon. This course is attended throughout the year by a considerable number of those who are not members of the class. The archæological apparatus is steadily growing in the direction of books, photographs and lantern slides. It is however dependent almost entirely upon the fees of the students and such a source of revenue is necessarily precarious.

The great need of the department of Greek as of many other departments of the College is a larger amount for the purchase of books for the

library. During the past seven years the sum at the disposal of the head of each department for this purpose has averaged less than ten dollars a year.

Respectfully submitted,

CHARLES B. MARTIN.

REPORT OF THE DEPARTMENT OF MATHEMATICS.

To the President of the College:—

SIR: Last spring the Freshmen studied Analytic Geometry in four sections and recited four times a week. Mr. Jones had two sections and I the other two. Mr. Jones had a class in Surveying two hours each week, and I had a class in the Elementary Integral Calculus five hours a week and a class in the Advanced Integral Calculus three hours a week.

Last term there were about 150 students in Freshman Algebra in four sections which Mr. Cairns and I shared equally. They recited three times a week. Mr. Cairns had a class of 10 (8 men and 2 women) in Surveying three times each week. I had a class of 15 in Advanced Analytic Geometry five times a week, and a class of 8 in Analytic Mechanics three times a week. There are always fewer students in Freshman Mathematics in the winter and spring than in the fall, but in the more advanced classes there have been no losses.

The Freshmen have Trigonometry this term four hours a week. The class in Surveying meets twice a week. The Analytic Geometry has given place to the Differential Calculus and the Analytic Mechanics continues through the year.

There are usually three or four times as many men as women in the elective courses in Mathematics, but of the eight students in my most advanced class only five are men.

After the work which is intended for the Sophomore year the courses are arranged in cycles in such a way that they can be taken by both Juniors and Seniors who have had all the work of the Freshman and Sophomore years.

By the present arrangement of the Academy Curriculum the Algebra is finished at the end of the second year, so that the students have no work in that subject for two years before entering College. The result is that the work of the first term of the Freshman year is difficult and unsatisfactory to both students and teachers. Some work in Algebra, perhaps a rapid review, ought to be given in the last year of the Academy. I am quite confident that, as the course is now arranged, only a small per cent. of the graduates of the Academy would be able to pass entrance examination in Algebra.

Respectfully submitted,

F. ANDEREGG.

REPORT OF THE DEPARTMENT OF ROMANCE LANGUAGES.

To the President of the College :—

SIR: During the three terms—Spring, Autumn, and Winter—of the past year this department has offered respectively 17, 16, and 21 hours of work. Of these, 2 hours in the Spring term and 5 hours in the Winter term were in Spanish, the rest in French. The following table will show the number of hours and of students in each course. Courses 2 and 3 are taught by Mr. Cowdery; courses 2, 3, and 4 are required; courses 1 and 5 elective or required; courses 8, 9, and 10 are elective.

No of course.	No of hours.	1899 Spring.		1899 Fall.		1900 Winter.	
		Men.	Women.	Men.	Women.	Men.	Women.
1	5	6	12	12	19	10	18
2	2	9	16	8	24	6	16
3	2	9	21	15	37	15	24
4	1	6	9	4	21	8	24
5	2	7	13	7	17	5	20
7	2	3	9	3	5	3	7
9	1	3	8	3	5	5	5
10	1			1	7	1	9
Totals..		43	88	53	135	53	123
		131		188		176	

Course 10, an elective in the History of French Literature, was offered for the first time in the Fall term, and seems to have met a real want. It should be offered as a two-hour course next year. The class in Spanish numbered 4 in the Spring term (1 man and 3 women), and 5 in the Winter term (3 men and 2 women). The change from a two-hour course throughout the year to a five-hour course for one term has made a great improvement in the interest and efficiency of the course. Next year Italian will replace Spanish. Your professor has continued, during the Spring and Fall terms, to teach a two-hour elective in German. He hopes in the future to be relieved from this, as the needs of his own department are more than enough to occupy all his time.

The French club has met on Wednesday evenings throughout the year, and has been a help to the work of the class-room.

Respectfully submitted,

J. R. WIGHTMAN.

REPORT OF THE DEPARTMENT OF CHURCH HISTORY.

To the President of the College:—

DEAR SIR: In this department the work has been progressing with regularity and in accordance with the advertised schedule in the catalogue. In the teaching the aim is a double one, to adapt the presentation of the great questions of history to the students' own stage of preparation; with the purpose of stimulating independent study, and also to open up as far as possible some of the subtler questions belonging to the subjects treated, especially in the analysis and exposition of the historical doctrines of the church. While the aim of this seminary is the practical work of preaching the gospel and is never to be lost sight of in our work, yet for this very reason the best intellectual training of the student himself is continually emphasized as essential to this end.

In the Fall semester, besides the regular required work in General Church History to 1294 A. D., and the History of Dogma in the Greek Church, I carried two elective seminars, one in Source Work in Dogma, with three students; and one on Religious Liberty and Federation, with six students. In the present semester I am carrying the regular required work on Pre-Reformers and the Reformation, with eight students; History of Dogma in the West, with seven students; and two seminars, one in Source Work in Dogma, with three students; and one on the American Church, with ten students. I am also superintending the Systematic Theology of the two remaining members of the old English course who were not here to take their study with the class last year.

My various classes during the year will bring me into class connection with twenty-four students of the Seminary.

Respectfully submitted,

ALBERT T. SWING.

REPORT OF THE SLAVIC DEPARTMENT.

To the President of the College:—

SIR: The personelle of the Slavic Department is drawn evenly from among four nationalities, there being 2 Bohemian, 2 Slovak, 2 Polish, and 2 Magyar students in attendance. Four of these students are new, one is doing post-graduate work, while two expect to graduate next commencement. Two also are entirely self-supporting.

The courses of study include Theology, Logic, the English and Bohemian languages, with composition, and American Geography in the instruction of the department proper; English Bible work, together with Elocu-

tion, Homiletics, and some Church History being given in other departments of the Seminary. The Academy has furnished instruction in preparatory Greek and General History, while the College has provided instruction to one student in English composition.

The great need of the Slavic Department is either endowment or else more generous financial support by individuals, churches, and societies. The cessation of the financial support of the department by the Congregational Education Society this year has left it in an unprecedented situation, with sure supplies cut off, no financial agent in the field collecting for it, and the burden of raising the needed funds thrown back upon the shoulders of the committee in charge of the department. These brethren are sorry to report the increasing difficulty of raising the money needed to meet the current expenses. Yet they are thoroughly convinced that the work of the department is one that needs and ought to be done, and they therefore commend it to the attention and cordial support of its friends. When it is known that Oberlin Slavic Department is the only theological school in the country that trains preachers and missionaries to labor among the more than two and a half millions of our population of Slavic extraction, the magnitude and importance of its work will be apparent.

Respectfully submitted.

LOUIS F. MISKOVSKY.

REPORT OF THE DEPARTMENT OF ECONOMICS AND SOCIOLOGY.

To the President of the College:—

SIR: Since my last report the following courses have been given:

SPRING, 1899.

1. Advanced Economics, three hours a week; elected by 27 men.
2. History of Political Economy, two hours a week; elected by 13 men.
3. Economic Legislation, two hours a week; elected by 10 men and 1 woman. Total, 11.
4. Economic Seminar, one hour a week; elected by 6 men.
5. Practical Sociology, three hours a week; elected by 31 men and 31 women. Total, 62.

FALL, 1899.

1. Political Economy, five hours a week; elected by 31 men and 24 women. Total, 55.
2. Anthropology, two hours a week; elected by 25 men and 20 women. Total, 45.
3. Elementary Law, three hours a week; elected 30 men and 7 women. Total, 37.

4. Economic Seminar, one hour a week; elected by 10 men.

WINTER, 1900.

1. Advanced Economics, three hours a week; elected by 23 men and 8 women. Total, 31.

2. Money and Banking, two hours a week; elected by 37 men and 6 women. Total, 43.

3. Constitutional Law, three hours a week; elected by 20 men and 6 women. Total, 26.

4. Sociology, three hours a week; elected by 30 men and 25 women. Total, 55.

5. Economic Seminar, one hour a week; elected by 10 men.

It will be noticed that, since the death of Professor Monroe, there is only one instructor for the three subjects of Economics, Sociology, and Political Science. It is manifestly unfortunate that three subjects of such growing importance should be so inadequately provided for. Therefore the writer begs permission to suggest the desirability of making provision, as early as conditions will permit, for additional teaching force in this department. Such a provision is especially desirable, since it would enable the College more fully to meet the wants of the growing class of college students who are preparing for business pursuits, as well as those who are preparing for Law and Journalism.

The interest in the work of the department is encouraging. This interest is increased by the high character of the work done in the literary societies.

Respectfully submitted,

T. N. CARVER.

REPORT OF THE DEPARTMENT OF GERMAN.

To the President of the College:—

SIR: The following table shows the number of students taking German during the past year. The courses have been given as described in the catalogue; course 5 by Professor Wightman, the others by myself. Course 2 is required; 1, 3, and 5 are required for some and elective for others; 4, 6, 7, and 8 are elective:

No. of Course.	No. of Hours.	1899 Spring.		1899 Fall.		1900 Winter.	
		Men.	Women.	Men.	Women.	Men.	Women.
*1	5	5	10	5	10	5	10
2	2	17	19	30	18	21	27
3	4	12	22	16	32	11	29
4	3	3	23	4	22	3	17
5	2	8	24	8	22	7	24
6	1	2	4	..	8	..	11
7	3	1	5	1	9	2	7
8	2	2	6	2	5	1	4
		50	113	66	126	50	129
Totals.....		163		192		179	

*With Academy classes.

Respectfully submitted,

ARLETTA M. ABBOTT.

REPORT OF THE DEPARTMENT OF PHYSICS AND ASTRONOMY.

To the President of the College:—

SIR: I am glad to be able to report that the work in this department has been improved and enlarged since my last report, and that it seems to be meeting the needs of a larger body of students.

The appointment of Dr. J. R. Chamberlain as assistant in this department and in Chemistry has made it possible to carry the added work and to make the work more efficient, particularly in Astronomy, and, by relieving me of a portion of the laboratory instruction in the elementary courses in Physics, it has given me an opportunity to develop and offer the advanced course in Physics.

During the year the equipment of the elementary physical laboratory in Light and Electricity has been advanced to nearly as satisfactory a condition as in Mechanics, Sound and Heat, but a large part of the appropriation and effort of the present year has been applied to the development of an advanced course in Light and Electricity. It is the purpose of the department to offer in the near future two advanced courses, each extending through the year, but for the present to be given on alternate years; such courses when well developed on the laboratory side will make the work of the department compare favorably with that of similar departments else-

where. This course has been undertaken for the first time this year. It has included parts of both the proposed courses and consists of two hours of class-room work and two laboratory periods per week.

In the equipment for this course, the Jefferson Physical Laboratory has again been of assistance by supplying us with patterns of their apparatus; and I wish to mention the kindness of Mr. E. H. Fairchild, of the class of '98, who furnishes the department with brass and iron work without expense to the College.

The courses offered have been elected as follows:

		SPRING.	FALL.	WINTER.
1898	}	Physics III, 6	Physics I, 24 Physics IV, 1	Physics II, 4
1899	}	Physics III, 18 Astronomy, 10	Physics I, 25 Physics V, 5	Physics II, 17 Astronomy, 10
1900	} ....	..... ..... .....	..... ..... .....	Physics II, 20 Physics V, 5 Astronomy, 31

The course in Astronomy as given last year seems to have justified itself. This is now a three-hour course extending through two terms based upon Young's General Astronomy and upon the work done in the Astronomical Laboratory. I have the pleasure of announcing another gift of one hundred and twenty-five dollars for the equipment of this laboratory, this has been mainly used in increasing the supply of apparatus to meet the needs of the increased numbers, rather than in adding to the scope of work that it is profitable to do. A portion of my last summer's vacation was spent at Harvard College Observatory, where through the kindness of the director, Professor Edward S. Pickering, I was given the valuable opportunities which this great equipment offers.

The work of the year has emphasized the desirability and the need of a building designed and equipped for work in Physics with sufficient endowment to cover the necessary expenses which such a building would involve, and to furnish the means for a continuous addition to its equipment.

As the work of the department advances, the need of a wider range of reference books in the general library becomes increasingly apparent, and I cannot refrain from expressing the earnest hope that some means may be provided to increase the library facilities.

Respectfully submitted,
CHARLES EDWARD ST. JOHN.

REPORT OF THE DEPARTMENT OF OLD TESTAMENT LANGUAGE AND LITERATURE.

To the President of the College:—

SIR: During the Fall semester of the Theological Seminary, the work of the Old Testament Department followed the courses outlined in the general catalogue. Eight students elected elementary Hebrew. Special attention was given to thorough grammatical drill and to writing the language. The work was faithfully and thoroughly done by each member of the class; the ability of the class was decidedly above the average. Owing to the fact that there were no classes in Hebrew last year, but one student elected advanced Hebrew work. An unusually large amount of ground in Old Testament Poetry outside the Psalter was thoroughly covered. The course in Messianic Prophecy was elected by fifteen. The members of the class read broadly. Strong powers of thought and of good critical judgment were shown in reaching individual conclusions. A large number of carefully prepared papers were read before the class and discussed with thoughtful intelligence. The character of the work and its results were especially gratifying.

During the present semester certain changes from the work as laid down in the last catalogue have seemed wise. The class in elementary Hebrew has gained sufficient insight into the language to read rapidly and to attempt some sight reading. Especial attention is now being paid to syntax and lexicography. The class in advanced Hebrew now consists of two, and is reading with rapidity and care the Book of Isaiah, which will be followed by the Book of Job. No course in Old Testament Introduction having been offered for two years past, at request the course of next year has been anticipated. Twenty-six elected the work. The class is divided into six sections for efficiency in gaining desired results. The student is brought into closest touch with the facts and phenomena of the several Old Testament books. The history of opinion on the various topics covered is carefully reviewed, while the student is guided in his efforts to reach independent personal conclusions. Some work of a very high order is being done.

There is great need of additions to the library of books containing the more recent literature upon Old Testament subjects. This year an attempt is being made to temporarily and in part meet this need through the creation of a small working departmental library by means of personal subscriptions on the part of members of the classes.

Respectfully submitted,

GEORGE S. EURROUGHS.

REPORT OF THE DEPARTMENT OF PHILOSOPHY AND PEDAGOGY.

To the President of the College:—

SIR: The following is the report of the Department of Philosophy and Pedagogy:

PHILOSOPHY.

Term.	Course.	Hours	No. Men	Women	Elective	Required	Total	Dept. Total
1. Spring, 1899.....	1. Introduction to Philosophy..	3	6	6	12	0	12	..
	2. Experimental Psychology...	5	3	5	8	0	8	..
	3. Logic	3	3	1	4	0	4	..
	4. History of Ethics.....	2	2	5	7	0	7	31 0
2. Fall, 1899.....	1. Introductory Psychology...	5	38	49	3	84	87	..
	2. Physiological Psychology...	2	6	5	11	0	11	..
	3. Epistemology	5	2	4	6	0	6	30 84
3. Winter, 1900.....	1. Introductory Ethics	5	32	42	1	73	74	..
	2. Ethical Seminar.....	2	1	2	3	0	3	..
	3. Epistemology	5	5	4	9	0	9	13 73

PEDAGOGY.

Spring	Theory of Education.....	3	2	12	14	0	14	..
Fall.....	History of Education	3	2	4	6	0	6	..
Winter.....	Educa'l Psychology and Ethics.	3	3	7	10	0	10	30 0

Your attention is called to the fact that the Psychological Laboratory is poorly equipped. Experimental Psychology is one of the most important disciplines of recent Psychology. If we wish to keep in the line of progress we must have equipment *and at once*. No regular appropriation has yet been made to this department. As a good foundation we should have \$3000 and an appropriation of \$200 a year is needed absolutely.

During the present college year Miss Sarah Porter Browne, O. C. '99, has held a fee scholarship. Her work has been exceedingly satisfactory and I recommend her for the same distinction during 1900-1901.

Miss Harriet E. Penfield, O. C., '97, and for two years a graduate student in the department, has spent the present year in graduate work at the University of Chicago. She is the holder of a university fellowship at that institution.

Respectfully submitted,

S. F. MACLENNAN.

REPORT OF THE DEPARTMENT OF ORATORY AND RHETORIC.

To the President of the College:—

SIR: It is the aim of this department, not so much to make platform artists, as to give an opportunity to as many as can be accommodated to develop in themselves some of the simple, practical excellencies of public speaking. In our work we are met by the problem that always faces the teacher of oratory in any college, *i. e.*, how to make the work so general as to reach the entire class and at the same time to adapt it to individual needs. The solution of this problem requires time and patience and may necessitate occasional revision of courses.

At present the courses of this department are as follows:—two divisions of a three hour course in general Elocution during the Fall term; a three hour course in Oratory through the Winter and Spring terms; a two hour course in Argumentation in the Winter term followed by Platform Debate in the Spring; and a two hour course in Dramatic Reading in the Spring term.

In addition to the above courses, an opportunity is given for private instruction for which the college makes a charge of two dollars per hour.

To those who have courses in this department I try to give some private time (without charge) when it is possible, consequently the number of hours given to the college is not represented by the number of courses offered. One-third of my time is given to work at the Theological Seminary where the courses are arranged to meet the needs and desires of the classes. This semester there are two classes meeting each twice a week.

I am pleased to report a satisfactory degree of interest on the part of the students. I feel grateful to Mr. W. L. Long of the class of '99 for the stimulus he gave to oratory in winning honors for the college in the annual contest of the Northern Oratorical League.

The enrollment in the several courses for the Fall term was forty-nine, and for the Winter term the enrollment is seventy-three.

Respectfully submitted,

W. G. CASKEY.

RÉPORT OF THE DEPARTMENT OF BOTANY.

To the President of the College:—

SIR: There has been no change during the past year in the courses offered by the department. Those given have been elected as follows:

SPRING TERM, 1899.

Elementary Botany, 5 hours; 21 men, 23 women.

Cryptogamic Botany, 6 hours; 8 men, 9 women.

Systematic Botany—Phanerogams, 2, 3 or 5 hours; 6 women.

Systematic Botany—Cryptogams, 2, 3 or 5 hours; 3 women.

FALL TERM, 1899.

Elementary Biology, 5 hours; 11 men, 26 women.

Systematic Botany—Phanerogams; 3 women.

Systematic Botany—Cryptograms; 1 man, 2 women.

WINTER TERM, 1900.

Plant Physiology, 5 hours; 6 women.

Systematic Botany—Phanerogams; 4 women.

A graduate student, Miss Mary Kennedy, is working along cytological and bacteriological lines with good results.

There have been small though valuable additions to the Herbarium, principally of Algae and Fungi. An assistant has been employed for several months and will be kept busy during the remainder of the year in cataloguing the herbarium, preliminary to extensive exchanges, which the department purposes to inaugurate to increase the collection. It is already the largest and most important in the state.

The department has been enabled to increase its library by the addition of complete files of the *Annals of Botany*, Just's *Botanische Jahresbericht*, and the *Berichte der Deutschen Botanischen Gesellschaft*, three of the most important botanical journals. The needs of the departmental library are very great and cannot be over emphasized.

During the past year an addition of about seventy-five young trees has been made to the Arboretum, principally by the students acting together on Arbor Day.

Since there is no appropriation for the care of the trees during the year many die through lack of attention. It is necessary that the Arboretum should receive some endowment if it is to be of value to the department.

Respectfully submitted,

FREDERICK O. GROVER.

REPORT OF THE DEPARTMENT OF LATIN.

To the President of the College:—

SIR: I shall be able to report definitely upon the work of the full instructor in Latin only for the Fall and Winter terms of 1899-1900, beginning at the time of my appointment. I have gathered, however, certain data

covering Mr. Chase's classes of the Spring term of the previous year, and these, for the sake of the completeness of the record, I present below. Professor Hall will report separately upon his work.*

Of the four sections of Freshmen pursuing required Latin, I have taken three, which in the Fall term included 37 men and 56 women. These, together with the one section which Professor Hall has taught, make a total of 117 (51 men and 66 women). The work covered the careful reading of Cicero's *De Senectute*, with a searching review of Latin forms and syntax. In the present (Winter) term, there have been in my three sections 36 men and 50 women, and in the whole Freshman class 114 (51 men and 63 women). The first book of Livy will be read.

I have found two conditions which have prevented the attainment of the best results in the Freshman work: (1) A lack of sufficient preparation of students who are admitted to the college Latin, and (2) the absence practically of any time limit when preparatory work must be done. These defects will, I hope, be remedied by the committee recently appointed to revise the entrance requirements. To assist perhaps in bringing about this result, I am planning to institute next year a two-hour teachers' course in Latin running through the year. The object of this course will be to train men and women for satisfactory and thorough work in those schools of the state and adjoining country that send, or are likely to send, students to Oberlin for their college course. I regret that the Library facilities for doing this work are not sufficient to accomplish what I should like to see done. I recommend strongly, therefore, that this department of the Library's usefulness be at once reinforced.

The Latin department will have offered seven elective courses this year, two in the Fall term, three in the Winter, and two in the Spring. In the Fall term I gave an advanced elective (this continues through the year) in Catullus; there were 6 men and 6 women in the class. In the same course this term, Tibullus and Propertius will be read practically entire. The class includes 3 men and 6 women. In connection with this course lectures are given upon the authors and periods discussed, the use of manuscripts and the elements of Latin Palæography, history of the Latin alphabet, and other subjects of interest to prospective teachers.

This term I am giving a course in Roman and Pompeian Archæology, which has been elected by 5 men and 17 women. The ground covered includes a treatment of the remains of ancient Rome wherever found, their destruction, preservation, discovery, and distribution, with an account of the methods and materials employed in construction, and a detailed description of the extant monuments.

The whole number of students taking the elective courses in the Fall term was 37, in the Winter term 55. The total number pursuing Latin was,

* See under Report of the Department of History, page 29.

in the Fall term, 151, in the Winter term 169, not deducting those who are taking more than one course.

In the Spring term, 1899, Mr. Chase had three sections of Freshmen, each section reciting five times a week. Two sections read Tacitus and Terence and included 18 men and 42 women; the other section read Horace and included 20 men and 13 women. Mr. Chase also gave a course in Petronius elected by 2 men and 5 women. During the same term Professor Hosford gave a two-hour teachers' course, elected by 8 men and 11 women.

Respectfully submitted,

WALTER DENNISON.

REPORT OF THE DEPARTMENT OF ENGLISH.

ENGLISH LANGUAGE AND LITERATURE.

To the President of the College:—

SIR: The following report is upon the courses in English assigned to Professor Cressy for the past year, including last Spring term, last Fall term, and the present Winter term.

Last Spring term Professor Cressy taught the following courses: English 9, Shakespeare, advanced course, elected by 47 students; English 17, Composition, advanced course, elected by 6 students; English 14, Prose Writers of the 18th and 19th Centuries, elected by 30 students; English 6, Chaucer, elected by 11 students. Last Fall term Professor Cressy began teaching his courses in Shakespeare and Anglo-Saxon as usual. The Shakespeare, English 7, was elected by 54 students and the Anglo-Saxon, English 4, by 12 students. He taught these classes up to and including October 24th, at which time he retired on account of failing health, with leave of absence for the remainder of the academic year. On November 2nd both classes were resumed under my charge, and the work was carried on by me through the term. During the present Winter term Professor Cressy's course in Poets of the 18th and 19th Centuries has been omitted. His other courses for the term have been taught by me, as follows: English 8, Shakespeare, elected by 50 students; English 5, Early Middle English, elected by 13 students.

Respectfully submitted,

G. HARRISON DURAND.

RHETORIC AND COMPOSITION.

To the President of the College:—

SIR: The work in Rhetoric and Composition is chiefly of a practical nature, the object contemplated being the cultivation of good writing, from

the avoidance of crude errors to the "calm permanence of assured mastery" of the writer's art. The courses are six in number, as follows:

Freshman Composition, Fall term, three hours. Elementary and formal instruction in the theory and practice of English Composition. The text-book, introduced this year, concentrates attention upon the essential things. Compositions are written twice a week, criticised, and handed in again corrected. Each student meets the instructor at least once and oftener if necessary, in personal conference. Neatness, clearness, and promptness are insisted on.

Sophomore Composition (two courses, each three hours). Description and Exposition, Winter term; Narration and Argumentation, Spring term. Selections from literature are used as models, there is much writing both critical and original, which is corrected, conferences are continued, and a discussion of theory and method is presented through criticism of compositions in class and informal lectures. Literary appreciation, a higher standard of composition, and somewhat of literary skill are sought for.

An elective course in Composition intended for Juniors, Fall term, three hours. A study of the principles of good writing, with about equal attention to theory and practice. The class is organized as the reportorial staff of a newspaper, each member having his own department and writing frequent short articles therein; later he writes several long compositions upon subjects assigned in conformity with his studies and interests. There are lectures upon the theories of good writing held by G. H. Lewes, Pater and Spencer. The class reads Winchester's "Principles of Literary Criticism" as a preparation for the next course. An individual style, writing as second-nature, and the formation of literary ideals are not exceptional.

Advanced Composition, an elective course to those who have made a grade of 4.5 in the preceding course, Winter term, two hours. This course is a literary apprenticeship, the students trying their hands in creative work upon some of the literary types,—this term the Short Story and the Popular Essay. The productions are read and discussed in class; examples from the best current literature and a brief theoretical treatment are supplied by the instructor. The work is original on the part of both student and instructor, as in this creative work there is no text-book. Quality, rather than quantity, is the thing sought for.

Advanced Composition continued, Spring term, two hours. Practice in literary types, the Lyric, the Letter.

In Literature I teach two courses, Milton and Bacon, each two hours and coming alternate years in the Spring term.

The attendance in my courses has been as follows:

COURSE.	HOURS.	WOMEN.	MEN.	TOTALS.	CALENDAR.
I	3	80	70	150	Fall term, 1899.
2	3	59	49	108	Winter term, 1900.
3	3	58	52	110	Spring term, 1899.
*10	2	.....	.....	.....	.....
11	2	10	7	17	Spring term, 1899.
14	3	5	8	13	Fall term, 1899.
15(a)	2	3	5	8	Winter term, 1900.
*15(b)	2	.....	.....	.....	.....
*To be given next term			Total 406		

The Freshman course belongs ideally in the preparatory school, a standard to which Harvard is steadily working. But for our conditions the present entrance requirements seem best and the Freshman course a necessity. There are among our students an earnest spirit, an industry in study, and a zest in life that make excellent material for composition, and without the class-room there are literary activities numerous and flourishing.

Respectfully submitted,
CHARLES H. GRAY.

REPORT OF THE DEPARTMENT OF DRAWING AND PAINTING.

To the President of the College:—

SIR: Since last report thirty-seven young men and sixty-two young women have taken regular work in this department. Eleven young men and sixteen young women have taken the college elective drawing. In the required Scientific Course there were nineteen young men and five young women.

Sixteen young women have studied water color painting.

Thirty-three others have taken general drawing to be used as an accomplishment in the line of illustration or drawing.

Because of a greater number of advanced pupils the work has been uniformly better. The increased income from the department this year will enable me to purchase more than the usual number of casts.

Respectfully submitted,
EVA M. OAKES.



Treasurer's Statement.

1899.



Treasurer's Statement.

To the Board of Trustees of Oberlin College:—

The Treasurer of the College submits his Annual Statement for the year ending August 31, 1899, as follows:

The funds separately invested are:

	PRINCIPAL.	INCOME.
University Endowment (part of)—		
University houses and lands.....	\$ 48,096.21	\$ 603.93
Construction account—Baldwin Cottage.....	13,470.31	304.58
“ “ Talcott Hall.....	14,750.77	1,352.05
Advances to Sundry Accounts.....	1,890.46	94.52
C. G. Finney Memorial Fund—		
Mortgages and real estate.....	64,500.00	3,467.23
Cash in bank.....	3,352.80	
Straus Fund—		
Oberlin real estate.....	35,277.60	331.80
Foltz Tract Fund—		
Bonds	557.53	24.00
Totals.....	\$ 181,895.68	\$ 6,178.11

The other Funds are invested as a whole. A summary statement of these investments with the net income thereof, is as follows:

	PRINCIPAL.	INCOME.
Notes and mortgages.....	\$ 428,703.67	\$ 28,196.94
Stocks, bonds and collateral loans.....	127,278.77	4,183.21
Real estate	200,980.05	4,597.11
Advances to sundry accounts.....	34,001.18	
Cash in banks.....	55,180.88	2,901.73
Cash in Treasurer's office.....	305.66	
Totals of general investment.....	\$ 846,450.21	\$ 39,878.99
Totals of special investments.....	181,895.68	6,178.11
	\$1,028,345.89	\$ 46,057.10

The above investments are stated in detail, beginning at page 70 of this report.

The net income of general investments (\$39,878.99) has been divided at the rate of 4.8% among the funds to which they belong. The fraction (\$82.43) was credited to University account.



25.00

.....	25.00	J. W. Field.....	10.00
..	15.00	E. L. Knapp.....	1.00
	10.00	Thomas Knapp.....	2.00
	5.00	Miss E. F. Merrill.....	6.00
		F. E. Merrill.....	2.00
		J. S. Jerabek.....	5.00
		W. H. Wellington.....	20.00
	00	H. A. Wilder.....	100.00
	5.00	Mrs. E. L. Wright.....	25.00
	4.00	Homer Merriam.....	25.00
	10.00	H. C. Lane.....	10.00
	25.00	Alfred Chase.....	15.00
	25.00	S. T. Wellman.....	25.00
..	5.00	R. F. Smith.....	10.00
....	25.00	Mrs. M. C. Smith.....	10.00
.....	10.00	E. Wrbitzky.....	2.00
an.....			75.00
ary, Mass.....			1.00
.....			1.00
urch, Huntsburg, O.....			3.00
ational Church, Brooklyn, N. Y.....			50.00
, Cleveland, O.....			27.81
gational Church, Springfield, Mass.....			54.22
" " " ".....			12.00
S. Class, Dorchester, Mass.....			2.00
chool of Second Church, Dorchester, Mass.....			10.00
ational Society, South Hampton, Mass.....			8.30
y School of Central Church, Jamaica Plains, Mass.....			25.00
M. U. of South Norwalk, Ct.....			50.00
" " of Cedar Falls, Ia.....			5.00
anian Church, Silver Lake, Minn.....			10.00
abern Church, Cleveland.....			19.22
W. H. M. U.....			239.56
rk, W. H. M. U.....			250.00
an, W. H. M. U.....			46.50
akota, W. H. M. U.....			75.35
ota, W. H. M. U.....			5.00
the English Course in the Theological Seminary, from—			
Pickard.....	\$ 100.00	Marcus Lyon.....	66.67
sworth.....	10.00		

Total amount of these gifts for immediate use is \$3317.43, as is also on page 64 of this report.

The following summary shows the income and expenses of the University, College, Academy and Theological Seminary:

	RECEIPTS.	PAYMENTS.	SURPLUS.	DEFICIT
University	\$ 6,373.68	\$25,129.65		\$18,755.97
College	49,503.35	35,335.59	\$14,167.76	
Academy	13,145.47	13,658.62		513.15
Seminary (Theol.).....	11,125.25	11,070.41	54.84	
	<u>\$80,147.75</u>	<u>\$85,194.27</u>	<u>\$14,222.60</u>	<u>\$19,269.12</u>
		80,147.75		14,222.60
Total deficit for the year.....		\$ 5,046.52		\$ 5,046.52

Gifts have been received during the year as follows:—

GIFTS FOR IMMEDIATE USE.

- From a "Friend," \$25.00 for current expense.
- From G. W. Keyes, \$3.80 for current expense.
- From T. A. Hall, \$50.00 for the Library.
- From D. M. Richards, \$80.00 for the Library.
- From a "Friend," \$125.00 for Astronomy in the College Department.

For beneficiary aid in the Theological Seminary, from—

O. J. Wilson.....	\$ 75.00	Second Church, Oberlin.....	\$ 90.20
Thomas Wilson.....	25.00	Pilgrim Church, Cleveland...	27.80
F. H. Richardson.....	10.00	Cong'l. Education Society....	37.50

For the support of the Slavic Department in the Theological Seminary, from—

Miss Anne Walworth.....	\$ 200.00	Mrs. E. L. Knapp.....	\$ 3.00
Mrs. F. S. Mather.....	150.00	Thomas Rhodes.....	5.00
Mrs. Sam'l Mather.....	100.00	C. A. Hopkins.....	25.00
D. B. Wesson.....	100.00	F. E. Keep.....	5.00
E. D. Leavitt.....	100.00	C. E. Aldrich.....	10.00
A. F. Ingersoll.....	25.00	J. F. Bates.....	50.00
L. W. Ford.....	5.00	J. A. Lane.....	20.00
S. C. Smith....	25.00	Miss Todd.....	.50
Thomas Wilson.....	10.00	T. E. Burton.....	5.00
M. H. Wood.....	10.00	W. W. Mills.....	10.00
Sam'l Johnson.....	50.00	C. A. Young	10.00
Eldridge Torrey	50.00	Mrs. D. Harris.....	20.00
S. B. Capen.....	25.00	F. A. Farrar.....	5.00
M. B. Mason.....	25.00	A. A. Maxwell.....	5.00
M. C. Hazard.....	5.00	Mrs. A. L. Loder.....	10.00
C. J. French.....	10.00	Elijah Harmon.....	5.00

J. H. Nichols.....	25.00	J. W. Field.....	10.00
J. M. Hall.....	15.00	E. L. Knapp.....	1.00
G. W. Gregory.....	10.00	Thomas Knapp.....	2.00
L. M. Pitkin.....	5.00	Miss E. F. Merrill.....	6.00
F. L. Bullins.....	1.00	F. E. Merrill.....	2.00
F. A. Day.....	50.00	J. S. Jerabek.....	5.00
Mrs. M. D. Elliscn.....	20.00	W. H. Wellington.....	20.00
Mrs. J. M. Haven.....	20.00	H. A. Wilder.....	100.00
A. A. Pope.....	25.00	Mrs. E. L. Wright.....	25.00
Miss E. D. Merrill.....	4.00	Homer Merriam.....	25.00
Mrs. S. M. Riley.....	10.00	H. C. Lane.....	10.00
Mrs. Wm. Birnie.....	25.00	Alfred Chase.....	15.00
Mrs. Sarah Branch.....	25.00	S. T. Wellman.....	25.00
J. Odell.....	5.00	R. F. Smith.....	10.00
J. E. Ingersoll.....	25.00	Mrs. M. C. Smith.....	10.00
Mrs. M. A. Keep.....	10.00	E. Wrbitzky.....	2.00
A "Friend" in Michigan.....			75.00
" " " Roxbury, Mass.....			1.00
Anonymous.....			1.00
Congregational Church, Huntsburg, O.....			3.00
Central Congregational Church, Brooklyn, N. Y.....			50.00
Pilgrim Church, Cleveland, O.....			27.81
South Congregational Church, Springfield, Mass.....			54.22
Park " " " ".....			12.00
Primary S. S. Class, Dorchester, Mass.....			2.00
Sunday School of Second Church, Dorchester, Mass.....			10.00
Congregational Society, South Hampton, Mass.....			8.30
Sunday School of Central Church, Jamaica Plains, Mass.....			25.00
W. H. M. U. of South Norwalk, Ct.....			50.00
" " " " of Cedar Falls, Ia.....			5.00
Bohemian Church, Silver Lake, Minn.....			10.00
Bethlehem Church, Cleveland.....			19.22
Ohio, W. H. M. U.....			239.56
New York, W. H. M. U.....			250.00
Michigan, W. H. M. U.....			46.50
South Dakota, W. H. M. U.....			75.35
Minnesota, W. H. M. U.....			5.00
For the English Course in the Theological Seminary, from—			
E. L. Pickard.....	\$ 100.00	Marcus Lyon.....	66.67
E. I. Bosworth.....	10.00		

Total amount of these gifts for immediate use is \$3317.43, as is also stated on page 64 of this report.

For the deficit of 1897, from—

S. V. F. Fisher.....	\$ 10.00	H. P. Roberts.....	\$ 20.00
E. K. Fairchild.....	20.00	J. N. Cross.....	10.00

Total amount of these gifts for the deficit is \$60.00, as is also stated on page 64 of this report.

GIFTS TO FORM NEW FUNDS OR INCREASE OLD ONES.

From J. H. Laird, of Hinsdale, Mass., \$10.00; a subscription to the Fairchild Professorship.

From Howard H. Russell, of Delaware, O., \$50.00; a subscription to the Fairchild Professorship.

From Mrs. J. D. Rockefeller, of Cleveland, O., \$1000.00 to found the Harvey H. Spellman scholarship.

From Mrs. J. D. Rockefeller, of Cleveland, O., \$1000.00 to found the Lucy B. Spellman scholarship.

From the estate of T. P. Handy, of Cleveland, O., \$2000.00; his bequest to Oberlin College, unrestricted.

From Thomas A. Hall, of Chicago, Ill., \$50.00; a subscription to the Library Endowment.

From the estate of Edmund K. Alden, of Boston, Mass., \$119.13; the balance of his bequest to the Library of the Theological Seminary.

From Miss Treat, of Bridgeport, Conn., \$25 00; a subscription to the Trustee Scholarship Fund.

From the Pilgrim Church, of Cleveland, O., \$50.00; a subscription to the Trustee Scholarship Fund.

From T. E. Burton, of Cleveland, O., \$215.69; balance of subscription to College Endowment.

The total amount of the gifts to capital account is \$4,519.82, as is also shown on page 64 of this report.

Since the closing of the accounts for the year, gifts have been received as follows :

From L. H. Severance, of New York, \$7500.00 to purchase a site for the new Chemical Laboratory.

From H. H. Johnson, of Cleveland, \$1000.00 to found the Janet Whitcomb scholarship.

From Mrs. F. E. Tracey, of Mansfield, \$1000.00 to found the Mrs. F. E. Tracey scholarship.

From Dudley P. Allen and Mrs. Emily Allen Severance, of Cleveland, deed to the Dudley Allen property on South Professor street, Oberlin, to found the Dudley Allen scholarships for Missionary children.

From E. W. Metcalf, of Elyria, deed to lot on West Lorain street, Oberlin, to be credited as five subscriptions of \$1000.00 each from his five children to their class alumni funds.

The accounts hereinafter presented are:

First, a set of tables showing the current income and expenses of each Department in detail and a summary statement thereof, accounts relating to *general* objects or to specific objects of *general* interest, being placed under the heading "University."

Second, a general statement of all receipts and disbursements by the Treasurer, except changes of investments.

Third, a list of all the Funds and Balances in the care of the Treasurer showing their amounts at the beginning and end of the year.

Fourth, a classified list of the properties or assets in the hands of the Treasurer.

Fifth, a list of buildings, grounds, apparatus, etc., in use for College purposes and *not valued* on the Treasurer's books.

JAMES R. SEVERANCE, *Treasurer*.

Oberlin, Ohio, March 1, 1900.

THE UNIVERSITY. INCOME.

From invested funds.....	\$ 4,808.69	
Real estate rents.....	328.01	
From Boarding Halls.....	546.95	
Rent of houses and lands not valued.....	368.51	
Finney Biography.....	94.72	
Physical Training Course, fees.....	198.00	•
Gift for current expense.....	28.80	
Total income.....	—————	\$ 6,373.6

EXPENSE.

Salaries —Administration	\$ 6,466.67	
Treasurer's office.....	3,100.00	
Library.....	2,080.00	
Gymnasium.....	2,517.00—	14,163.67
Clerks.....	882.11	
Stationery, printing and postage.....	2,187.23	
Advertising.....	1,483.24	
Fuel and lights.....	874.10	
Buildings and grounds, care and repairs.....	2,347.23	
Men's Gymnasium.....	449.51	
Women's Gymnasium.....	405.03	
Outside Representation.....	1,517.88	
Sundry expense.....	307.28	
Alumni Dinner.....	342.87	
Payments on Lord, Cowles and Hinchman funds....	169.50	
Total expense.....	—————	25,129.6

Special Accounts—

Receipts.

Art School Fees.....	715.00	
Term bills, Teachers' Course, Woman's Gymnasium.	1,513.33	
Jennie Allen Nurse Fund.....	96.00	
Jones Loan Fund, loans returned.....	359.50	
" " " interest.....	48.00	
Scholarship Funds, from investments.....	1,231.60	
Total receipts for special accounts.....	—————	3,963.4

Payments.

Art School.....	715.00	
Teachers' Course, Woman's Gymnasium.....	1,079.20	
Jones Loan Fund, loans made.....	545.00	
To holders of scholarship orders.....	1,254.50	
Advances to scholarships repaid (part).....	62.10	
Total payments for special accounts.....	—————	3,655.8

THE COLLEGE.

INCOME.

From invested funds.....	16,934.04	
Term bills.....	30,135.02	
Graduate fees.....	672.00	
Chemical Laboratory fees.....	733.94	
Botanical " ".....	220.00	
Zoölogical " ".....	465.85	
Physical " ".....	118.50	
Physical " Gift.....	125.00	
Elocution.....	99.00	
Total income.....		49,503.35

EXPENSE.

Salaries.....	27,116.45	
Clerks.....	330.98	
Stationery, printing and postage.....	257.19	
High School Representation.....	320.00	
Fuel and lights.....	864.58	
Buildings and grounds, care and repairs.....	2,177.01	
Chemical Laboratory.....	733.94	
Botanical " 	220.00	
Zoölogical " 	465.85	
Physical " 	118.50	
Museum.....	400.00	
Herbarium.....	175.00	
Apparatus.....	700.51	
Sundry Expense.....	353.08	
Trustee Scholarships.....	838.50	
Avery.....	210.00	
Oberlin College.....	54.00	
Total expense.....		35,335.59

Special Accounts—

Receipts.

Scholarship funds from investment.....	480.00
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Payments.

To holders of scholarship orders.....	457.50
Advances to scholarships, repaid (part).....	24.00
Total payment for special accounts.....	481.50

ACADEMY.

INCOME.

Term bills.....	\$13,099.97	
Physical Laboratory fees.....	45.50	
Total income.....	—————	\$ 13,145.4

EXPENSE.

Salaries	11,828.00	
Clerks	252.95	
Stationery, printing and postage.....	100.89	
Fuel and lights.....	295.33	
Buildings and grounds, care and repairs.....	358.65	
Sundry expense	11.30	
Trustee scholarships.....	766.00	
Physical Laboratory.....	45.50	
Total expense.....	—————	13,658.6

THEOLOGICAL SEMINARY.

INCOME.

From invested funds.....	9,658.65	
Term bills	1,426.10	
Diplomas	40.50	
Total income.....	—————	11,125.2

EXPENSE.

Salaries.....	8,933.26	
Stationery, printing and postage.....	72.45	
Advertising	81.06	
Fuel and lights.....	569.34	
Buildings and grounds, care and repairs	1,357.76	
Sundry expense.....	45.29	
Outside representation	11.25	
Total expense.....	—————	11,070.4

Special Accounts—

Receipts.

English Course, gifts.....	176.67	
Slavic Department, gifts for current expense.....	2,591.46	
Scholarship Funds—From investments.....	864.00	
“ “ —Gifts.....	265.50	
“ “ —Loans repaid.....	258.70	
Total receipts for special accounts.....	—————	4,156.3

Payments.

English Course, advances repaid (part).....	176.67	
Slavic Department	2,567.78	
" " advances repaid (part).....	23.68	
To holders of scholarship orders.....	1,551.50	
Total payment for special accounts.....	—	4,319.63

CONSERVATORY.

INCOME

Term bills	35,057.90	
Interest on Reserve Fund.....	723.21	
Rent of Williams House, (less improvements).....	14.01	
Total income.....	—	35,795.12

EXPENSE

Salaries	27,664.95	
Library, etc	521.28	
Stationery, printing and postage.....	474.61	
Advertising	112.70	
Piano and organ tuning.....	786.50	
Fuel and lights.....	131.30	
Janitors and engineers.....	1,788.00	
Supplies and repairs.....	525.54	
Total expense.....	—	32,004.88

Special Accounts—

Receipts.

Loan Funds, loans returned	20.00
----------------------------------	-------

Payments.

Loan Fund, loans made.....	275.00
----------------------------	--------

LIBRARY.

INCOME

From invested funds.....	969.16	
Dividend, G. T. Harvey Co.....	60.00	
Term bills.....	1,035.35	
From Conservatory.....	150.00	
Private examinations	317.00	
Registrar's fees.....	97.75	
Books and supplies sold	20.02	
Gifts for current expense.....	130.00	
Total income.....	—	2,780.18

EXPENSE.

Librarian's assistant, clerks.....	\$ 851.55	
Supplies.....	1.04	
Binding books.....	173.10	
Stationery, printing and postage.....	5.25	
Purchase of books.....	695.87	
Total expense.....		1,726.81

MISCELLANEOUS.

Receipts.

Finney Memorial Fund, interest.....	3,467.23	
Foltz Tract Fund, interest	24.00	
Annuity Funds, income.....	5,836.62	
Summer School, fees.....	1,650.00	
Total.....		10,977.85

Payments.

Finney Memorial Fund.....	2,500.00	
Foltz Tract Fund, for tracts.....	6.50	
Annuities.....	9,897.27	
Healey Fund (books).....	8.51	
Summer School.....	1,651.53	
Total.....		14,063.81

General summary of receipts and payments by departments, not including special accounts.

	INCOME.	EXPENSE.
University.....	\$ 6,373.68	\$ 25,129.65
College.....	49,503.35	35,335.59
Academy.....	13,145.47	13,658.62
Seminary.....	11,125.25	11,070.41
Conservatory.....	35,795.12	32,004.88
Library.....	2,780.18	1,726.81
	\$ 118,723.05	\$ 118,925.96

*General Statement of Receipts and Disbursements by the Treasurer of
Oberlin College for the year ending August 31, 1899.*

RECEIPTS.

Interest on notes and mortgages.....	\$36,555.98		
" bonds and collateral loans.....	4,207.21		
" bank deposits.....	2,901.73		
" subscriptions.....	900.00—	\$	44,564.92
Dividends on stocks :			
The G. F. Harvey Company.....	60.00—		60.00
Real estate, from rents, etc.; net receipts:			
Oberlin, gross receipts.....	\$6,686 84		
Less repairs and taxes.....	5,097.56—	1,589.28	
Cleveland, gross receipts.....	327.00		
Less repairs and taxes.....	152.52—	174.48—	1,763.76
Termbills:—			
University, from Physical Training Course.....	198.00		
College.....	30,135.02		
Academy.....	13,099.97		
Theological Seminary.....	1,426.10		
Art School.....	715.00		
Library.....	1,035.35		
Conservatory.....	35,057.90		
Woman's Gymnasium, Teachers' Course.....	1,513.33		
Summer School.....	1,650.00—		84,830.67
Sundries:—			
Finney Biography, copyright.....	94.72		
Library fees, fines, etc.....	585.67		
Special instruction in Elocution.....	99.00		
Diplomas.....	712.50		
Laboratory fees—Chemistry.....	\$ 733.94		
Botany.....	220.00		
Zoölogy.....	465.85		
Physics.....	118.50		
Physics Academy..	45.50—	1,583.79	
Jones Loan Fund (loans returned).....	359.50		
The May Moulton Memorial Fund (interest).....	70.00		
Beneficiary aid returned (Theological).....	258.70		
Conservatory Loan Fund (loans returned).....	20.00		
Scholarship Loan Fund.....	113.00—		3,896.88
Amount carried forward.....			135,116.23

Amount brought forward.....	135,116.32
Gifts for Deficit, 1897.....	60.00
Sundry Gifts for immediate use.....	3,317.43— 3,377.43
Total income receipts.....	138,493.66
Loan to General Fund	5,046.52
	<u>143,540.18</u>

RECEIPTS EXCLUSIVE OF INCOME.

James H. Fairchild Professorship (additional).....	60.00
Edmund K. Alden Fund.....	169.13
Trustee Scholarship Fund.....	75.00
T. P. Handy Fund	2,000.00
Harvey H. Spellman Scholarship.....	1,000.00
Lucy B. Spellman Scholarship	1,000.00
College Endowment.....	215.69
	<u>4,519.82</u>
Total receipts.....	148,060.00

PAYMENTS.

Salaries:—

University	14,163.67
College.....	27,116.45
Academy	11,828.00
Seminary.....	8,933.26
Conservatory.....	27,664.95— 89,706.33

Clerks:

University	882.11
College.....	330.98
Academy.....	252.95— 1,466.04

Stationery, Printing and Postage:—

University.....	2,187.23
College.....	257.19
Academy.....	100.89
Seminary.....	72.45
Conservatory.....	474.61— 3,092.37

Advertising and Outside Representation:—

University....	3,001.12
College.....	320.00
Seminary.....	92.31
Conservatory.....	112.70— 3,526.13

Amount carried forward.....	97,790.87
-----------------------------	-----------

Amount brought forward.....	97,790.87
uel and Lights:—	
University.....	874.10
College.....	864.58
Academy.....	295.33
Seminary.....	569.34
Conservatory.....	131.30— 2,734.65
uildings and Grounds, Janitors, Supplies, etc.:—	
University.....	2,347.23
College.....	2,177.01
Academy.....	358.65
Seminary.....	1,357.76
Conservatory.....	2,313.54— 8,554.19
aboratories, Museum, etc.....	2,571.20
ymnasia.....	854.54
pecial Courses (all departments).....	4,361.98
cholarships and aid.....	6,121.50
urchase of books.....	883.98
undry advances repaid.....	2,900.65
nnuities.....	12,397.27
undry payments.....	5,078.90
Total payments.....	144,249.73
Total receipts.....	\$148,060.00
Total payments.....	<u>144,249.73</u>
crease in Funds and Balances as is also shown on page 69 of this report	\$3,810.27

Funds and Balances in the care of the Treasurer.

August 31, 1898.

August 31, 1899.

UNIVERSITY.

	General Fund (so called).....	
\$ 59,291.89	Endowment.....	\$ 59,291.89
17,514.89	Alumni Fund.....	17,514.89
24,475.00	E. I. Baldwin Fund.....	24,475.00
10,000.00	Henrietta Bissell Fund.....	10,000.00
30,984.41	James H. Fairchild Professorship.....	31,044.41
10,275.00	Walworth Fund.....	10,275.00
38,000.00	Dickenson Fund.....	38,000.00
4,846.10	Clarissa M. Smith Fund.....	4,846.10
16,000.00	Ralph Plumb Fund.....	16,000.00
	Truman P. Handy Fund.....	2,000.00
	Shaw Fund.....	85.06—\$ 213,531
<hr/>		
2,493.92	C. N. Pond Fund.....	2,488.63
7,751.96	Dutton ".....	7,644.05
2,993.60	Prunty ".....	2,987.29
186.90	Whipple ".....	181.87
289.81	Finney ".....	285.72
903.06	Davis ".....	866.41
87.16	Ryder ".....	82.34
8,694.59	Dascomb ".....	8,436.93
483.03	Warner ".....	476.22
63,424.36	C. V. Spear ".....	62,768.73
1,354.59	Gillette ".....	1,299.61
1,545.70	Butler ".....	1,523.89
406.37	Perry ".....	389.88
183.76	Scales ".....	177.58
87.16	Latimer ".....	82.34
6,485.26	Ross ".....	6,471.55
4,830.33	Gilchrist ".....	4,762.19
40,000.00	Marx Straus ".....	35,277.60
5,000.00	Mary A. Springer Fund.....	4,882.41— 141,081
<hr/>		
1,000.00	Cowles Memorial Scholarship.....	1,000.00
1,100.00	Dr. A. D. Lord Scholarship.....	1,100.00
1,000.00	Mrs. Elizabeth W. Lord Scholarship....	1,000.00
1,045.00	Hinchman Fund.....	1,045.00— 4,14
<hr/>		
	Amount carried forward.....	\$ 358,76

Amount brought forward.....		\$ 358,762.59
5,000.00	Lydia Ann Warner Scholarship.....	5,000.00
1,000.00	F. V. Hayden Scholarship.....	1,000.00
6,000.00	Avery Fund.....	6,000.00
1,694.91	Finney Scholarship.....	1,639.91
1,000.00	Howard Valentine Scholarship.....	1,000.00
1,000.00	Caroline Scholarship.....	1,000.00
1,000.00	Talcott ".....	1,000.00
1,000.00	Metcalf ".....	1,000.00
1,000.00	Dodge ".....	1,000.00
1,000.00	Dascomb ".....	1,000.00
1,000.00	Bierce ".....	1,000.00
1,000.00	Graves ".....	1,000.00
500.00	Louis Nelson Churchill Scholarship....	500.00
200.00	Ann Lincoln Scholarship.....	200.00
1,090.69	Jones Loan Fund.....	953.19
1,250.00	Mary E. Wardle Scholarship.....	1,250.00
55.00	Trustee Scholarship Fund (part)....	130.00
154.00	Scholarship Loan Fund (part).....	267.00—
	Unused income of above scholarships.	24,940.10 189.75
66,885.57	C. G. Finney Memorial Fund.....	67,852.80
2,307.97	Jennie Allen Nurse Fund.....	2,403.97—
	Balance credits, sundry accounts.....	70,256.77 787.07

COLLEGE.

67,739.88	Endowment.....	67,955.57
19,461.41	Dascomb Professorship.....	19,461.41
50,000.00	Stone Professorship.....	50,000.00
55,881.37	Fredrika Bremer Hull Professorship....	55,881.37
30,000.00	Graves Professorship.....	30,000.00
30,000.00	Brooks ".....	30,000.00
29,709.89	Monroe ".....	29,709.89
25,000.00	James F. Clark Professorship.....	25,000.00
20,000.00	Perkins Fund.....	20,000.00
25,000.00	Avery Professorship.....	25,000.00—
	G. F. Wright Research Fund (balance)	353,008.24 1.14
1,000.00	Jennie M. Williams Scholarship.....	1,000.00
6,000.00	Ellen M. Whitcomb ".....	6,000.00
1,000.00	Flora L. Blackstone ".....	1,000.00—
		8,000.00
Amount carried Forward.....		\$ 815,945.66

Amount brought forward..... \$ 815,945.66

500.00	Tracy-Sturges Scholarship.....	500.00	
1,500.00	E. A. West Fund.....	1,500.00	
	Harvey H. Spellman Scholarship.....	1,000.00	
	Lucy B. Spellman ".....	1,000.00—	4,000.00
	Unused income of above scholarships.		40.00
	Balance credits, sundry accounts.....		538.78

ACADEMY.

Balance credits, sundry accounts.....	2.29
---------------------------------------	------

THEOLOGICAL SEMINARY.

34,281.88	Endowment.....	34,281.88	
21,371.10	Finney Professorship.....	21,371.10	
8,935.84	Finney and Morgan Professorship.....	8,935.84	
25,000.00	Holbrook Professorship.....	25,000.00	
21,707.00	Michigan ".....	21,707.00	
4,750.00	Place Fund.....	4,750.00—	116,045.82

4,672.81	West Fund.....	4,547.10	
144.90	Hudson ".....	142.86	
3,940.27	Burrell ".....	3,581.82—	8,271.78

5,000.00	Lemuel Brooks Scholarship.....	5,000.00	
1,500.00	Jennie M. Rossiter Scholarship.....	1,500.00	
1,000.00	McCord-Gibson ".....	1,000.00	
1,000.00	John Morgan ".....	1,000.00	
1,000.00	Painerville ".....	1,000.00	
1,000.00	Oberlin First Cong. Church Scholarship.	1,000.00	
1,000.00	Oberlin Second Cong. Church ".....	1,000.00	
1,000.00	Anson G. Phelps Scholarship.....	1,000.00	
1,000.00	Butler Scholarship.....	1,000.00	
1,000.00	Miami Conference Scholarship.....	1,000.00	
1,250.00	Tracy Scholarship.....	1,250.00	
1,000.00	Sandusky Scholarship.....	1,000.00	
1,250.00	Leroy H. Cowles Scholarship.....	1,250.00	
700.00	Emerson Scholarship (part).....	700.00—	18,700.00
	Unused income of above scholarships.		1,396.83
	Balance credits, sundry accounts.....		26.81

CONSERVATORY.

15,067.06	Reserve Fund.....	18,857.30	
501.00	Loan Fund.....	246.00—	19,103.30

Amount carried forward..... \$984,071.21

Amount brought forward..... \$984,071.21

LIBRARY.

827.00	Class of '85 Fund.....	827.00	
432.23	Cochran Fund.....	452.98	
500.00	Grant ".....	500.00	
50.00	Hall ".....	100.00	
100.00	Henderson ".....	100.00	
11,176.63	Holbrook ".....	11,176.63	
500.00	Keep-Clark Fund.....	500.00	
1,000.00	Plumb Fund.....	1,000.00	
5,605.00	E. K. Alden Fund.....	5,724.13—	20,380.74
	Balance credits, sundry accounts.....		1,278.30

**IN TRUST FOR PURPOSES NOT
CONNECTED WITH COLLEGE.**

540.03	Foltz Tract Fund.....	557.53
<hr/>		<hr/>
\$1,002,477.57	Total funds and balances	\$1,006,287.84
Total increase of funds and balances, \$3,810.27		

LIABILITIES.

4,500.00	Bills payable.....	3,500.00	
9,436.96	Deposits and personal accounts.....	18,558.05—	22,058.05
			<hr/>
			\$1,028,345.89

*The following property represents the above named Funds and Balances
and is answerable for the same.*

Notes and Mortgages distributed as follows :

Cleveland.....	\$ 53,617.89	
Akron.....	52,400.00	
Oberlin.....	21,267.49	
Sandusky.....	500.00	
Columbus.....	6,000.00	
North Amherst.....	750 00	
Kenton.....	1,500.00	
Lorain.....	4,500 00	
Toledo.....	150.00	
Talmadge.....	1,000.00	
Wellington.....	400.00	
Farm lands in Ohio.....	94,057.99	
Total in Ohio.....	<hr/>	\$ 236,143.37
Crawfordsville.....	1,500.00	
Farm lands in Indiana.....	27,425.00	
Total in Indiana.....	<hr/>	28,925.00
Grand Rapids.....	19,127.86	
Farm lands in Michigan.....	58,077.00	
Total in Michigan.....	<hr/>	77,204.86
Topeka.....	9,200.00	
Eureka.....	850.00	
Hutchinson.....	5,250.00	
Wabaunsee.....	350.00	
Strong City.....	480.00	
Eldorado.....	4,000.00	
Farms lands in Kansas.....	48,635.15	
Total in Kansas.....	<hr/>	68,765.15
Duluth.....	14,500.00	
Farm lands in Minnesota.....	1,791.89	
Total in Minnesota.....	<hr/>	16,291.89
Des Moines.....		2,740.00
Chicago.....		20,000.00
Amount carried forward.....		<hr/>
		\$450,070.27

Amount brought forward.....	\$ 450,070.27	
Farm lands in North Dakota.....	2,742.04	
" " South Dakota.....	800.00	
" " Nebraska.....	9,213.50—	\$ 462,825.81

Stocks and Bonds :

New England Loan and Trust Co. (preferred).	4,500.00	
Shaker Heights bonds.....	20,000.00	
Streator, Ill., paving bonds.....	186.06	
Hutchinson, Kan., paving bonds.....	8,000.00	
Collateral loans.....	95,150.24—	127,836.30

Real Estate :

Ashtabula (city property).....	\$ 3,000.98	
Oberlin " "	85,359.68	
Sandusky " "	2,100.00	
Cleveland " "	5,000.00	
Total in Ohio.....	—————	95,460.66

Grand Rapids (city property).....	5,050.00	
Farm lands in Michigan.....	13,999.00	
Total in Michigan.....	—————	19,049.00

Topeka (city property).....	13,399.45	
Eskridge " "	3,000.00	
Hutchinson.....	2,700.00	
McPherson.....	550.00	
Salina.....	425.00	
Farm lands in Kansas.....	107,936.34	
Total in Kansas.....	—————	128,010.79

Fargo (city property).....	4,100.00	
Farm lands in North Dakota.....	8,946.58	
Total in North Dakota.....	—————	13,046.58

Duluth (city property).....	2,150.00	
Farm lands in Minnesota.....	7,716.58	
Total in Minnesota.....	—————	9,866.58

Des Moines (city property).....	2,200.00	
Farm lands in Iowa.....	16,000.00	
Total in Iowa.....	—————	18,200.00

Amount carried forward.....	\$283,633.61	\$ 590,662.11
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Amount brought forward.....	\$283,633.61	\$ 590,662.1
Springfield (city property).....	40.00	
Farm lands in Missouri.....	2,000.00	
Total in Missouri.....	<u>2,040.00</u>	
Farm lands in Illinois.....	5,675.25	
" " Nebraska.....	945.00	
" " South Dakota.....	2,360.00	
" " Washington.....	475.00	
Total real estate.....	<u>295,128.8</u>	

Sundries :

Construction account Baldwin Cottage (loan).	13,470.31	
" " Talcott Hall (loan).....	14,750.77	
Advances to Stewards of Boarding Halls.....	160.46	
" Literary Societies.....	15.93	
" Museum.....	1,464.75	
" English Theological Course.....	1,338.21	
" Slavic Department.....	351.90	
" Scholarship and Beneficiary ac'ts	529.45	
" Council Hall.....	75.03	
Improvements to Squire's house.....	1,473.06	
Unexpired insurance.....	1,139.50	
Bills receivable and sundry accounts.....	39,438.48—	74,207.8
Loan to General Fund.....	9,507.73	
Cash in Banks.....	58,533.68	
Cash in Treasurer's Office.....	305.66	68,347.0
		<u>\$ 1,028,345.8</u>

The following properties in use for College purposes are not entered in foregoing list of assets, and are not valued on the Treasurer's

The values given are reasonable estimates based on their cost and present condition :

el.....	\$ 20,000.00
Library.....	30,000.00
ch and Society Halls.....	14,000.00
s Hall.....	75,000.00
ry Laboratory.....	9,000.00
et Hall.....	5,000.00
er Hall.....	125,000.00
il Hall.....	75,000.00
es Hall.....	10,000.00
at Hall and Furniture.....	65,000.00
vin Cottage and Furniture.....	40,000.00
Cottage " ".....	24,000.00
rt Hall.....	4,000.00
Home.....	3,000.00
houses and College grounds.....	8,000.00
ry.....	50,000.00
asia and Apparatus.....	8,000.00
cal and Chemical Apparatus.....	15,000.00
um.....	25,000.00
ical Collections.....	7,500.00
al Library.....	3,000.00
al Instruments and Apparatus.....	36,000.00
stum.....	2,000.00
tic Grounds.....	700.00
Total.....	\$ 654,200.00



SERIES II. No. 4.

BULLETINS
OF
OBERLIN COLLEGE

Annual Reports

OF

the President and the Treasurer

OF

Oberlin College

1900

OBERLIN, OHIO

[Entered at the Postoffice at Oberlin as second-class mail matter]





Oberlin College

ANNUAL REPORTS

OF

THE PRESIDENT AND THE TREASURER

OF

OBERLIN COLLEGE

FOR 1900

**PRESENTED TO THE BOARD OF TRUSTEES
AT THE ANNUAL MEETING
MARCH 6, 1901**

**OBERLIN, OHIO
PUBLISHED BY THE COLLEGE**



The News Printing Company
Oberlin, Ohio

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The President's Annual Report for 1900.

**Presented to the Trustees at the Annual Meeting,
March 6, 1901.**

TO THE BOARD OF TRUSTEES OF OBERLIN COLLEGE:

Gentlemen: The last year has been eventful in the history of Oberlin. An unusual number of important subjects are treated in this my third Annual Report.

I begin with a statement of what I deem the immediate and most urgent need of Oberlin College, namely, our adding a million and a half dollars to the

PERMANENT ENDOWMENT FUND.

The effort we are now making to complete the half million dollars of additional endowment by the close of the present year must be followed by an equally earnest effort for a million more. In my first Report, offered two years ago, I expressed the conviction that the time had arrived for an advance movement. In the Report submitted last year I called attention to the need of an enlarged teaching force, the importance of several new buildings, and the imperative demand for at least a million dollars for new endowment. It appears to me that the time has come for a fuller statement of our greatest need, and I make it in the hope of furnishing to the friends of Oberlin College a collection of facts which may be useful in many ways. We are continually speaking of the urgent needs of the College, but few of us have realized how profound and far-reaching these necessities are. Those who have the preparation of the

Annual Budget get a fuller comprehension of this problem than perhaps any others. I am confident that if the friends of Christian education in America should truly appreciate the work which is now carried on in Oberlin and the sacrifices with which it is conducted, together with the imperative needs for immediate enlargement, there would be little difficulty in securing the additional endowment which we now ask.

In preparing the present statement, which is for the year ending August 31, 1900, I am greatly indebted to the Treasurer of the College, Mr. James R. Severance, and to Mr. J. G. W. Cowles, of Cleveland. The term "University" in this statement is employed to cover items of general interest, not belonging specifically to particular departments, as, for example, administration, advertising, gymnasias, public buildings and grounds, in which all departments of the College share. The following is a general statement of the financial condition of Oberlin in the matter of endowment:

Funds, the income of which is applicable to the payment of general, or so-called "University" expenses....	\$ 238,259.22
Funds, the income of which is applicable to the expenses of the College Department proper.....	847,063.94
Funds, the income of which is applicable to the expenses of the Theological Seminary.....	119,511.12
Total.....	<u>\$ 704,833.58</u>

The Academy has no endowment. The Conservatory of Music has no endowment, but has accumulated a surplus of \$23,180.63 from its income from term bills. The income of the Conservatory is not applicable to the payment of any expenses outside of that department. It is self-supporting, with the exception that it does not contribute to the salary of the President, Secretary, Treasurer, etc., and other general expenses.

The Library has an endowment of \$20,518.93, the income of which is for the purchase of books.

There are also funds which are at present carrying annuities. These amount to \$139,683.23. Upon the termination of these annuities, these funds remain with the College for endowment or other specific uses. There are scholarship funds to the amount of \$68,448.25. The present value of buildings and grounds in use for College purposes, not involved in the funds above mentioned, is about \$650,000. Two new buildings are now in process of construction, the gifts of Mr. L. H. Severance and of Dr. and Mrs. L. C. Warner, of New York, to cost over \$100,000.

The total endowment as shown above for general expenses, and for the College Department, the Academy, and Theological Seminary is.....	\$704,833.58
The income for the year from said endowment was.....	83,744.64
The expenses for the year were as follows:	
University, or general expenses.....	\$33,661.65
College.....	86,174.63
Academy.....	13,896.76
Theological Seminary.....	11,627.85
	<hr/>
	\$95,360.89
Total income from endowment as above.....	83,744.64
	<hr/>
Total expense not paid by income from endowment.....	\$61,616.25
Receipts from term bills, fees, and other sources in the above named departments were.....	47,164.39
	<hr/>
Deficit for the year.....	\$14,451.86

The College is not in debt, however, all deficits having been paid by gifts from friends of the College for that purpose, the larger part having been pledged by the members of the Board of Trustees themselves at the semi-annual meeting last June. In this manner and by other donations, and from other sources and gifts, \$17,035 has been paid during the past year, clearing up all deficits to August 31, 1900. But the deficit for the current year will be from nine to ten thousand dollars, in spite of every effort to cut down expenses. From the above

statement it will appear that only thirty-five per cent. of the current expenses of the College is paid in income from its endowments.

The obvious, immediate, and urgent need of Oberlin College is for largely increased endowment, without restrictions imposed which limit the use of the income to particular professorships. Simply to maintain the work which it is now carrying forward, the need of a larger endowment and income therefrom is most pressing, the first necessity being to overcome the unavoidable annual deficiency.

The salaries of the professors and other teachers are, and always have been, very low. It is hard to estimate the amount of self-sacrifice which devoted Christian teachers have undergone for many years in carrying on their work in Oberlin. Men whose talents, training, and experience would command double these salaries in other institutions, have continued their labors here, largely, in many cases, out of special love to the Institution and the type of Christian education which it represents. We could mention the names of teachers who have been repeatedly called to College presidencies and to other academic positions, at greatly advanced salaries, who have remained with us. These meager incomes, which are a standing reproach to our Institution, mean, in some cases, domestic inconvenience, inability to attend educational conventions, or to secure much needed rest in times of vacation. These incomes mean anxiety, depression, and physical depletion on the part of some of the noblest and most successful teachers. In a nation and state abounding with wealth, where the accumulations of property are growing more rapidly than ever before in the history of the world, is it fitting that a college like Oberlin should be compelled to make its teachers grind, toil, and scrimp in such unworthy fashion? The best work cannot be done under such harassing limitations. It is not

merely the meager salaries that are deplorable, it is the lack of leisure for research, for travel, for publication, which seems a scarcely endurable hardship to many accomplished, aspiring, and successful instructors.

A wide field lies open at this point for the presentation of increasing needs in many directions for the better equipment, as well as for the expansion of the work of the College, in adding to the number and efficiency of the teaching force, and making the work in all departments more vital and progressive. The reading of the reports herewith published will present a vivid but not exhaustive account of the present needs of the Institution. The College requires instructors or assistant professors in several departments; notably in History, Psychology, English, German, French, and the Biological Sciences. The argument for enlarged teaching force in the German Department will be presented more fully at the Annual meeting. A conclusive statement might also be made of the need of a larger force in the teaching of English. It is gratifying to note the advance which Principal Peck announces in the English teaching in the Academy. I heartily agree with the statement sent to me by one of the Academy teachers, who writes: "I have made a careful study of the needs of the young men and women in our Academy. One hundred and forty have come under my direct observation four times a week. Their training has been irregular and insufficient, and our noble English language suffers every time they write or speak. The natural ability of our boys and girls equals, and their earnestness excels, that of any pupils I have ever taught; they should be trained for positions of honor and trust in our nation, and we are not doing our whole duty if we fail in training them to fill those positions with grace and fidelity. Unless we do more for the English Department, we shall send forth young men and women who will betray us, as well as themselves, every time they speak.

Our teaching force should be increased, our students should write often, and rewrite. This they can do in Latin, where the teaching force, in proportion to the English, is usually four to one. We do not want less Latin, but more English. My co-workers admit this, but they tell me that Oberlin is poor. This, I have no doubt, is the case, but our country is rich, and her sons and daughters must have of her abundance and be trained to sing her praises in English that shall be denominated good."

In my Report last year I made special reference to the needs of the English Department. I said that whatever other important things we may be unable at present to do, there is one thing which cannot rightly be left undone in Oberlin College. Perhaps more has been done in the last year than ever before for those who are studying our literature and learning to write our language. I will, however, call attention to Professor Wager's statement of the need for a professor of Rhetoric, who shall have supervision of English Composition. Let me again speak of the needs of the Library, recommending a consideration of Professor Root's report. The reading-room is no longer adequate, the shelves are over-crowded, the office of the Librarian is inconveniently small, and the demands for new books cannot be met. Several of the teachers call attention to the inadequate supply of books for their departments,—Professor Martin, Professor Dennison, Professor Burroughs, and Professor Johnston. The Professor of Mediæval History appreciates the grim humor of sending ninety students to the Library for a volume, only one copy of which is on the Library shelves! Some of the students feel that the principal defect in Oberlin's equipment is the want of an adequate general library. Freshmen particularly have not usually access to the U. L. A. Library, and they have suffered great inconvenience in hunting vainly for books that

are not in their places on the shelves, or that are to be found only in the U. L. A. Library, or are in such demand that it is impossible to obtain them when one has the time to use them. A new Library Building, adequate to our present and future needs, costing one hundred and twenty-five thousand dollars, with an equal, or larger, amount for its endowment, is one of the accessions to the equipment of Oberlin College which will be greatly appreciated. The present building might then be used for the Art Department and an Art Library.

Attention has been called heretofore to the need for an Academy Building, a Physical Laboratory, an Administration Building, and, above all, for a Science Building for the departments of Zoölogy, Botany, and Geology. One hundred thousand dollars will be required for this building if it is adequate. The valuable collections under the care of Professor Albert A. Wright are not now available to any great extent. Some of the cases are in rooms in Peters Hall, many valuable specimens are boxed and placed in the cellar of the Library Building, large collections cannot be unpacked, and the boxes containing them cumber the floor of one of the laboratories. These collections, as Professor Albert A. Wright has written, ought never to be placed in a building which is not fire proof. A Natural History Building which shall not only provide for these valuable and growing collections, but shall also furnish rooms for lectures and laboratory work, is a demand of the College so urgent that perhaps nothing in the way of buildings should be mentioned by the side of it. And yet we ought to survey still further the needs of the College, if, at the beginning of the century, we are to get an adequate conception of the work to be done. The need of a new Gymnasium for women should be considered. The advantages for social training in such buildings as Baldwin Cottage and Talcott Hall are obvious and great. New halls for young women would be an

Important addition to the equipment of the College. My recent observation of the Houston Hall for young men in connection with the University of Pennsylvania has impressed upon me the need of such a hall in Oberlin. It should contain reception rooms, a reading room, a bowling alley, a large hall for meetings, and smaller rooms for Bible study and for committees. It should be accessible to all the men of the College at a merely nominal fee, and should be the center of their social life. A building costing seventy-five thousand dollars would be no more than adequate to this need. Dr. St. John and Dr. MacLennan call attention to the need of equipment in their departments. A Psychological Laboratory is imperative if Psychology is to be taught by modern methods. A Central Heating Plant, whose cost will be between thirty thousand and forty thousand dollars, is urgently required. A committee is at work preparing a Report on this subject.

We are now rejoicing in the approaching completion of the new Severance Chemical Laboratory, some of the rooms in which will be used temporarily for the needs of other departments. Through the generosity of Mr. F. Norton Finney, eighty thousand dollars are available for a new Chapel Building whenever the Trustees deem the College able to put up this memorial structure in honor of President Finney. The Chapel Fund is now invested to yield an annuity. It has been decided that the endowment of the College must be largely increased before this can be rightly made available for a Chapel.

One of the chief necessities of the College is funds for a hundred new scholarships of a thousand dollars each. Perhaps nothing gives College authorities more anxiety than the needs of the many young men and women, full of earnestness and ambition, who desire a liberal education, but have not the means of obtaining it without help. Another hundred thousand dollars should be provided for fellowships at ten thousand

dollars each. These are required for advanced study, so that the graduates of Oberlin may go forward in post-graduate work, fitting themselves for professorships and other advanced positions. Lacking these fellowships the College has had to find its younger teachers and professors, to take the place of the earlier ones, among graduates of other institutions.

This imperfect survey of some of the pressing needs of Oberlin has been made in order to reënforce the argument for a largely increased endowment. It is your conviction that provision for new buildings must, if necessary, be deferred until the endowment is greatly augmented. It has been truly said that "to give colleges efficiency and permanency there must be endowment. 'Bricks without straw' are as impossible in intellectual as material structure. Endowment means endurement." With a million and a half dollars of additional endowment Oberlin will possess an income enabling us to prevent annual deficits, to provide the new teachers who are needed, to increase the salaries of our professors, and to take proper care of the new buildings which must soon be erected. The College sometimes loses excellent teachers because it is not able to offer them adequate salaries, and we annually lose a large number of good College students, who, after the Freshman year, go to Eastern institutions with ampler equipment. It needs but little calculation to show how seventy-five thousand dollars of additional annual income could be profitably utilized in meeting the present and fast-approaching necessities of the College.

The recent offer of two hundred thousand dollars by Mr. John D. Rockefeller on the condition that three hundred thousand dollars besides are raised by the 1st of January, 1902, marks a new era in the history of Oberlin. I wish to express our grateful appreciation, not only to Mr. Rockefeller, but to Mr. J. G. W. Cowles, who has taken great pains that adequate

and accurate information should be conveyed in regard to the needs of Oberlin. It is expected that seventy thousand dollars will be available for endowment from the legacy of the late Mrs. Caroline E. Haskell, and nearly forty thousand from the will of Mr. William E. Osborn of Pittsburg. A friend in New England has offered fifty thousand dollars on condition that the five hundred thousand dollars for additional endowment be raised during the present year. It will require several large gifts before the completion of this half million fund, and the successful completion of this effort will be a hopeful incentive to the larger effort just ahead of us.

CLAIMS OF OBERLIN.

The claims of Oberlin College are as strong and pronounced as its needs. This Institution has been of priceless value, not only to those who have enjoyed its privileges as students, but also to the community, the state, the nation and mankind. Whatever claims upon wise philanthropy the Christian college may make, Oberlin surely makes them in a pre-eminent degree. From the very beginning the College has had for its fundamental purpose the elevation of humanity, the doing of some wise and lasting service for the country and for the world. With very limited means it has done an almost unlimited work. More than thirty thousand men and women have come as students under Oberlin training, and these people, scattered as teachers and citizens through almost every village and city of Ohio and the Middle West, and even the far West, have done an incalculable service for the higher life of the country. Oberlin was the first college to admit women to equal and common privileges with men in a classical collegiate education. It opened its doors to students, irrespective of race, and was foremost in the Anti-slavery agitation which led up to the Civil War and the act of Emancipation. It may justly

be deemed the historic College of the West, standing at the center of the moral and spiritual forces which have shaped our newer civilization. It is intimately linked with the life-work of President Finney, that epoch-making force in modern Christendom. Three presidents of the United States, Hayes, Garfield and McKinley, have spoken in emphatic eulogy of what this College has wrought for the higher life of the country. The late General Jacob D. Cox has shown that it was the mighty and incessant work of the Oberlin reformers and the thousands of Oberlin students who went forth as teachers, lecturers, and missionaries, which turned the scale in the Anti-slavery contest, led to the election of Abraham Lincoln and the gigantic results which followed, making for Union and Freedom. America owes a great debt, not yet paid, to this historic college. Oberlin students have been active doers in all the fields of the world's work, not only as preachers and teachers in the North, but in foreign mission lands, among the Indians, and among the African race in the Southern States and in the West Indies. What Edward Everett Hale has called "the most democratic and cosmopolitan college in the country" possesses such strong traditions and stands for such an earnest type of character that its moral endowment is already large. Oberlin has sought for its teachers not only specialists, but men of wide experience, of earnestness, and of devoted Christian character. It has always been in harmony with the pedagogy which makes learning vital, which connects the school with life, which believes that inspiration is better than information, which looks upon the human soul not merely as a phonograph to repeat mechanically what is poured into it but as a dynamo for the generation of intellectual and spiritual power, for the light, movement, and gracious-handed comfort of mankind.

He who powerfully helps a Christian college so strategically situated as Oberlin, already a dominant factor in the life

of the Middle West and the whole country, not only wins what President Eliot calls "that finest luxury, the doing of some perpetual good in the world," but he re-enforces the powers of good in an age of supreme crisis and of golden opportunity. When Oberlin has doubled her sixty-eight years of life, more than sixty millions of people will be living within four hundred miles of this Institution.

I am persuaded that the two millions of dollars now required for additional endowment and equipment will accomplish more for higher education in our land, in education that is practical, ethical, forceful, than an equal sum used in any other way. Oberlin stands for great positive truths, and not for mere negative prohibitions, and the twentieth century will see a beautiful enlargement of these positive things in the air of expanding freedom. It is our desire to make Oberlin the best of the Christian colleges of the world, where, in the wholesome environment of one of the most Christian of American communities, the college training which regards the totality of human nature, giving over body, mind, and soul to the educational processes, shall be growingly perfected; where the spirit of a liberal culture shall ennoble gymnasium, athletic field, and the toils of the hand, as well as the halls of science, language, and philosophy. Oberlin is not a university, and our ambition at present does not lie along the line of post-graduate and specialist work. We believe in a wise specialism which does not begin too early, we believe in enlarging the scientific equipment of the College, we believe in the value of college training for business men, as well as for others, but we have an ideal which compels us to put a supreme estimate upon character, upon refinement, upon general training. It is our purpose to give the world graduates who shall be Christian gentlemen and Christian gentlewomen, broadly and thoroughly trained, full of earnest purpose and desiring to serve mankind,

regarding no station as humble which is a source of intellectual and moral advantage to others, and deeming no life a failure which contributes to the benigner tendencies at work among men.

The Christian college pervaded by the Oberlin spirit is one of the chief agencies in counteracting the dominant evils of our time. The political and moral reforms by which the life of the twentieth century is to be bettered demand educated Christian leadership, a leadership that is not pessimistic and not merely critical. It must be a leadership inspired by love, hope, and Christian enthusiasm. President G. Stanley Hall wrote wisely in saying: "The education of the future will focus upon the feelings, sentiments, emotions, and try to do something for the heart, out of which are the issues of life. The highest education is that which focuses the soul upon the largest loves and generates the strongest and more diversified interests." Dr. Henry Hopkins said at the International Congregational Council in 1899: "The great teacher makes men think, the greater teacher also makes them feel; the greatest of all teachers was differentiated from the wisest of the philosophers in that He furnished men motive, as well as guidance." Oberlin believes thoroughly in special training, and even more thoroughly she believes in men of character and experience, and seeks for her teachers vigorous Christian personalities. Academic affluence and splendor and the vast accumulations of centuries may do less for the soul than men like Finney and Mahan, Cowles and Morgan, Ellis and Churchill, Monroe and Fairchild, who wrought amid the simplicities of earlier or later Oberlin life. Emerson said: "It matters little what you learn; the question is, with whom do you learn?"

I believe with all my heart that the Oberlin spirit is as active to-day in the College life as ever before, and with increased facilities and augmented energies, which can be furnished only by

larger resources, I am confident that the old spirit of devotion to truth and humanity will still be controlling. It is impossible for a college to live on its past. It is impossible for a college to live at all and not grow. Oberlin is a tree, continually putting forth new branches, and if its leaves and fruitage are to be for the healing of the nations during the twentieth century, it must be given that enrichment, both material and spiritual, which it has shown its capacity to appropriate and wisely to use. The past experience and present standing of the College have qualified it to make the best use of whatever the providence of God and the favor of its friends may add to its endowment. Is there any college in the land where so much has been accomplished with so little, where so many have been educated at so small a cost, where better work in training young men and young women, both in scholarship and in character, for useful lives has been performed?

It is interesting to note that the cost to the Institution of educating a student in Oberlin is far less than the cost in many older and larger colleges. Indeed, it is from one-third to one-half of what it is in some of the larger universities. I give below the cost of educating a student in Oberlin in the various departments:

In the College Department.....	\$ 117.91
In the Academy.....	74.98
In the Seminary.....	338.53
In the Conservatory.....	130.12

This result is obtained by taking the average enrollment each term, and using it as a divisor into the aggregate expenses charged against each department. There was an average cost of \$24.26 per student for general or so-called "University" expenses, and this amount has been added to the figures obtained, the results being as shown in the table above. The chief item of expense of course is teachers' salaries. Recent

imates show that the cost of educating a Theological student in several of the chief New England Seminaries is more than twice that in Oberlin.

THE OBERLIN REUNION.

The extraordinary success of the Reunion of Oberlin Alumni which occurred last June is well known. It was due to the earnest labors of many persons in Oberlin and out of it. More than two thousand former students of the College, eager to meet each other and to look once more on the beloved face of President Fairchild, were gathered at the various meetings which culminated on June 27, 1900, in scenes of enthusiasm long to be remembered. Of two thousand eight hundred and thirty-seven living Alumni, eight hundred and fifty-one made pledges to the Reunion Fund, amounting in all to eighty-two thousand seven hundred and ninety-one dollars. The largest gift was of ten thousand dollars. It is well known that few of the graduates of Oberlin have become rich. This is chiefly because those who have gone through their courses as students here have done so with a view of fitting themselves for positions of public usefulness as teachers, ministers, missionaries and the like, rather than for commercial and industrial life. The prevailing sentiment in the College and community from the beginning has been religious, reformatory, and educational. The number of living graduates who could be considered men of wealth is extremely limited, but in devotion to the College, the Oberlin Alumni are rich indeed. There were graduates who took the money which was sent to have paid their travelling expenses and to have made them happy participants in the Reunion, and sent it as an offering of love to their dear College. Our hearts go out in affectionate greetings to such givers.

There was something extremely inspiring in the Reunion

gatherings, which grew in interest to the very close. Beneath smiling skies and with happy hearts the academic festival continued. Students, representing every decade of the College history, gathered from all parts of the earth, and the flags which decorated the large tent on the Campus were sent by graduates from China, Japan, Syria, Turkey, Brazil, South Africa, and other distant lands, while the Hawaiian flag was a magnificent symbol of the loyalty and love of the Oberlin graduates in Honolulu. How significant were the morning prayer-meetings, with their testimonies as to what Oberlin had done for individual lives and their earnest petitions for that enlarged influence, which it is hoped that the twentieth century will bring. The cordial greetings which came to us from such representatives of American education as Professor James H. Ropes, of Harvard, Professor E. G. Bourne, of Yale, Professor Charles M. Tyler, of Cornell, Professor E. G. Conklin, of Pennsylvania, Professor R. M. Wenley, of the University of Michigan, Professor Franklin H. Giddings, of Columbia, Professor Harry P. Judson, of the University of Chicago, and President William O. Thompson, of the Ohio State University, deepened the joy of the Reunion. One interesting feature was the placing of a tablet upon the Historic Elm, together with an appropriate and valuable historic address of Dr. William E. Barton. At the patriotic meeting on June 26, as we remember with reverent sorrow, General Jacob D. Cox presided at an Oberlin meeting for the last time.

A FORWARD MOVEMENT.

At the close of the Reunion I said: "We have great things to do, and the College, the town, the Faculty, the students, the Trustees, and loyal Alumni must unite in hopeful, constant effort." It was inevitable that after such a meeting many should feel inspired to undertake large things for the

College. A friend in New England had promised fifty thousand dollars for new endowment, provided a half million was raised before January 1, 1901. Later he was kind enough to give the College another year to fulfill the conditions of his pledge. In August I sent out a letter to each member of the Board of Trustees, with a statement of the needs of the College, and asking for counsel in the effort to secure a larger endowment. The replies gave me much encouragement. I quote a few sentences from these various letters: "It seems to me that sufficient aid cannot be found among immediate friends, and that new territory must be sought." "The Alumni Endowment Fund is an evidence that for so large a sum as this offer contemplates we must look chiefly to a few large givers." "If we could get one hundred thousand or two hundred thousand dollars additional promised toward meeting this original condition, then we could openly, enthusiastically and pretty confidently push for the balance." "I fully appreciate the necessity of what you say, and it seems to me that no time will ever be more propitious than the present for effort in this direction, especially after the great enthusiasm of our Reunion." "I entirely concur in your conclusions that endowment for Oberlin must be raised by a few large donations, and not by a number of small contributions. The rank and file of the friends of Oberlin are poor, and the aggregate of their contributions will never be large. It seems to me that it ought to be possible to find one or two men who will do for Oberlin, on a reduced scale, what some of the rich men of the country have done for the great universities." "My voice is for an open, energetic, persistent campaign, with the purpose and hope of victory." "I fully agree with you that the way to get the money is to get it from a very few men. There are, unquestionably, plenty of men that are able to give anywhere from one hundred thousand to two or three hundred thousand dol-

lars, if we only knew who they were. And, undoubtedly, there are plenty of men who would give to Oberlin College if the matter was only properly presented to them." "May I suggest the preparation by yourself and the Treasurer of a succinct and explicit statement of the needs of the College as a basis of appeal? Such a statement would crystallize our thought and make available to all the strongest appeal." "Oberlin is well spoken of everywhere, and the late Reunion was noticed so widely that it will be a much easier matter to reach its friends now than before. The gradual, but sure, decrease in the rate of interest, thereby reducing its income, compels Oberlin to ask increased endowment to continue the work on the present basis, or else large deficits will be the result. A persistent, never letting-up effort must now be made, and I am ready to approve and coöperate in any method suggested." "I heartily agree with the suggestion of a better-paid Faculty. The men who have so long borne the burden should not do so longer, but should be paid relatively with other colleges. Of course, so long as the annual deficit occurs, increase in salaries is impossible. Occasional deficits are pardonable, but continuous deficits are wearisome and depressing." "Oberlin is not extravagant, and the public must be made to see that there is more given for the money in Oberlin than in any other college. I do not see how Oberlin can stop now; she must go forward. These increasing demands must be met; she must push on to take the proper place belonging to her, and to do this she must have more equipment and more endowment. A Science Hall is imperatively required."

My time, thought and effort have been very largely given to the carrying out of the suggestions made by the Trustees. The great offer of Mr. John D. Rockefeller has sent an inspiration through the wide constituency of Oberlin, and makes it imperative, not only that we fulfill the conditions of his generous

proposition, but that we utilize to the full the present opportunity of putting the College on a firm financial basis. It may not be possible for the Alumni of Oberlin to make large contributions to College endowment, but the opportunity is now theirs of helping the College through the Living Endowment Union, a report from which is herewith published.

LIVING ENDOWMENT UNION.

At the last Commencement, the Oberlin College Living Endowment Union was organized. Homer H. Johnson, '85, is Chairman, and Irving W. Metcalf, '78, is Secretary. The other members of the Board are Mrs. Sarah C. Little, '59, Dr. George C. Jameson, '90, both of Oberlin, and Willard L. Long, '99, of Cleveland. Luther D. Harkness, of Oberlin, is Assistant Secretary. Through this Union the Alumni may remove the incubus of annual deficits, and they may do more. I heartily second the suggestion of Mr. Metcalf, who has been supervising with great fidelity the launching of the Endowment Association. He says:

Mr. John D. Rockefeller's munificent gift of two hundred thousand dollars on condition that three hundred thousand dollars more be raised before January 1, 1902, is an inspiring challenge to every friend of Oberlin. The most effective way for Oberlin's Alumni to express their appreciation of this and other gifts from those who are not graduates of Oberlin, is by enthusiastic and loyal support just now.

The Living Endowment Union has come to the Kingdom for such a time as this. The College will always need the close relationship with its former students and all the financial help which the Union is organized to provide, but every dollar given during the present year will be multiplied in power as at no other time in the history of the College. The need of money for current expenses is especially urgent until the income from enlarged endowment becomes available, and under the Union's constitution all money paid during 1901 can be applied toward meeting Mr. Rockefeller's conditions if the College Trustees shall deem it necessary.

NEW BUILDINGS.

The beautiful and costly Chemical Laboratory, the gift of Louis H. Severance, of New York, is approaching completion. Mr. Howard Van Doren Shaw, of Chicago, is the architect of this building. It will be ready for occupancy at the beginning of the Spring term. The corner-stone was laid May 31st, 1900, by Mrs. Dudley P. Allen, of Cleveland, with addresses by Rev. Ernest E. Baker, D.D., of Cleveland, Mr. John L. Severance, '85, who represented his father, and Professor F. F. Jewett. Prayer was offered by Bishop Leonard, of Cleveland.

One of the most interesting exercises at the late Reunion was the breaking ground for the new Warner Men's Gymnasium, the gift of Dr. and Mrs. Lucien C. Warner, of New York. The plans for the building, which is to cost forty-five thousand dollars, thereby leaving five thousand dollars for endowment, were made by Patton, Fisher & Miller, of Chicago. Professor Fred E. Leonard, Director of the Men's Gymnasium and Professor of Physiology, gave careful study to these plans before going on his leave of absence to Stockholm. On his departure, the chairmanship of the Building Committee was given to Professor Charles E. St. John. More than one-third of the work on the edifice has already been completed, and, according to the contract, it must be finished by the middle of July.

The gift by Mr. James B. Dill, a distinguished lawyer of New York, of seventeen hundred dollars for the foot-ball field has been very timely and helpful. Comfortable seats have been provided, the entrance gate, the strong enclosure, and the dressing-rooms completed, and the great improvement on former conditions is noteworthy and hopeful.

OTHER GIFTS.

Among the other gifts of the year which should be gratefully mentioned is one of a thousand dollars from Mr. Louis H.

Severance for the equipment of the Chemical Laboratory; a gift of two thousand dollars from Mrs. Helen G. Coburn, of Boston, for scholarships; a thousand dollars from Mr. Edmund Hall, of Detroit, which the President has used in purchasing books for the various departments and for scholarship funds; five hundred dollars from Mr. C. F. Olney, of Cleveland, for artistic photographs; and five thousand dollars from Mr. A. C. Bartlett, of Chicago, for scholarships to be named in honor of his son, Frank Dickinson Bartlett, who died last July in Munich. I wish also to express my grateful appreciation to the Trustees and other friends who aided me in clearing off accumulated deficits amounting to seventeen thousand dollars, and my appreciation of the gifts and services of the citizens of Oberlin toward the exercises of the Reunion. There have been gifts to the Slavic Department in the Seminary, amounting to nearly twenty-seven hundred dollars, which should be mentioned. The Oberlin Musical Union have made a gift of a thousand dollars toward a fifteen thousand dollar organ fund. Mrs. Mary B. Ingham, formerly of Cleveland, but now residing in Oberlin, has presented the College Library busts of Beethoven, Scott, Milton, and Newton. Professor Albert A. Wright calls attention to the gift of a series of modern shells from the Rev. John T. Gulick, so well known to the scientific world in connection with the late Professor Romanes, of Oxford; and also to the gift of a large collection of carefully studied Hamilton fossils of the State of New York from Herdman F. Cleland, of the class of '94. The Union Library Association appropriated one thousand dollars for new books at the beginning of the year. This Association had ten thousand, eight hundred and fifteen volumes at the time of the last report, January 5, 1901, having added two hundred and seventy-seven during the six months preceding. The devotion and success of this Association are worthy of warm approval. In the

will of the late John Sherman, one of America's foremost statesmen, was a bequest of five thousand dollars to Oberlin College. It is a matter of pride that Senator Sherman expressed in this way his appreciation of the work of Oberlin College. Besides the former gift of his private library, to which Professor Root refers in his report, the late General Jacob D. Cox bequeathed to the Institution two hundred dollars worth of books, together with minerals and other scientific collections.

THE TAYLOR INN, LODI.

A unique and valuable gift to the College during the last few months is the new Taylor Inn, at Lodi, Ohio, which comes from the generous hands of Mr. and Mrs. A. B. Taylor. This is certainly one of the most beautiful structures of the kind in the state. The College accepts it with most grateful appreciation, and hopes that it may prove what Mr. and Mrs. Taylor desire, a lasting ornament to the village where it is situated and a means of aiding the work of Oberlin.

COLLEGE LEGISLATION.

Among the recent events in the history of the College year, few are more important than the modifications made in College Legislation. Some changes were made over two years ago in the regulations governing College students, and in announcing these changes at that time Professor King said that if a permanent head of the College were already selected it might be well to go still farther in this direction. He stated the conviction of the Faculty that it is best to commit more things to the initiative and judgment of the student. After careful and repeated deliberations, lasting through months, it was decided, first of all, to abandon the self-reporting system throughout the Institution. Previously students had not been required to report on some of the more important rules. The self-reporting system had applied chiefly to chapel and church

attendance and the morning-prayer rule. There doubtless was a time in the history of Oberlin when the self-reporting system was useful. Of late years, however, with changing administrations, and with long intervals between presidencies, there has not been the strenuous effort of former years to build up the sentiment of conscientious loyalty to the administration of this system. On becoming President two years ago last January it was my purpose not to inaugurate any sudden changes, but to make a careful and thorough study of the situation. I discovered that the self-reporting system was not giving satisfaction to many of the Faculty and a large number of the students. Certainly it was not promoting conscientiousness. Many were getting into the habit of careless reporting of failures, and the most conscientious students were frequently those who suffered most from the system. The Christian life and spirit of the College necessarily suffered. In abolishing the self-reporting system the Faculty expressed their belief in a generous trustfulness, their preference to rely upon the student sentiment to maintain the good name of individuals, of classes, and of the Institution. Restrictions are necessary, but minute restrictions and prohibitions, which are often annoying, throw unnecessary temptations before students who mean well on the whole, and produce that irritation and that sense of infringed personal liberty which do not tend to happiness or to true moral strength. Self-government is a difficult art, but it is an art which must be practiced.

Another modification in the College legislation was announced as follows: "The rule requiring attendance at morning prayers is discontinued, it being understood that in discontinuing this rule the College intends in no way to indicate that it favors the giving up of morning prayers in the houses in which the students board. On the contrary, it earnestly desires that morning prayers be kept up, and hopes that the

voluntary element introduced by revoking the rule may add to the value of the exercise." The hope here expressed has been fulfilled and the voluntary element has led to better results.

The requirement of faithful attendance at chapel is, in the highest degree, important in a college like Oberlin. That requirement was continued, with the change that the classes were to be seated by themselves, and a seat was to be set apart for each individual student. The result has been an extraordinary increase of chapel attendance, a daily increase of from two hundred and fifty to three hundred.

One of the best features in the changes made was the printing in one pamphlet of the College rules for all the students. Among these rules is a requirement that students should report to the proper Dean the church which they elect to attend, the Dean sending to each pastor the names and addresses of those choosing to attend his services. The result in this case also has been excellent. Those of you who are familiar with the pamphlet containing the College rules have noticed that some of the regulations have been simplified and shortened, and that many specific prohibitions have been omitted. We believe it is well to appeal to the students as ladies and gentlemen, to trust them, to rely on their honor, to expect their loyalty. The introduction of student government into the halls has proved satisfactory.

At the time when the announcement was made of the changes, Professor King said: "The day seems to me to be significant, because for the first time the entire Institution is face to face with the entire body of regulations. The legislation for the whole Institution has never been so unified. It is here presented in one book, recognizing the complexity and many-sidedness of college life. Moreover, we believe that we may confidently expect these regulations to commend themselves to your sober judgment. None are petty or arbitrary. The regulations

concerning conduct are truly few, simple, reasonable, and dignified. They are not to be apologized for by us to you, or by you to one another or outsiders." In making the announcement to the women, Dr. Luce said: "The success of this plan demands that each one should recognize that her own interests and welfare depend upon the interests and welfare of each, and, therefore, of all; that each is but a part of the one great whole; that each one stands shoulder to shoulder in upholding the requirements. In the administration of these requirements I shall aim to make them not so much a question of legislation as of education and right feeling; a dealing with the individual, and as a prevention and a cure, not merely a suppression and a regulation, which is always sure to fail. To-day harmony, economy, and effectiveness demand of every institution continually a larger academic policy shaped more by the needs of the present, more coöperation, greater earnestness and enthusiasm." In my remarks to the students on the same occasion, I said: "My ambition for Oberlin is expressed in the words of one of Oberlin's friends in speaking of another college,—'enthusiasm without eccentricity; the Christian spirit without narrowness or over-intensity; the scholarly habit without the air of pedantry; and a generous social life.'"

The new College legislation has met the general approval of the students and Alumni. On the 14th of January the Faculty voted that the following clause be added to the rule concerning the use of intoxicating liquors and tobacco:

"The members of all organizations in College that represent the College outside of Oberlin are required to abstain from the use of intoxicating liquors and tobacco, as well when representing the College abroad, either in term time or during vacations, as when they are in Oberlin."

APPOINTMENTS.

Confirmed at the Annual Meeting, March 7, 1900:

William George Caskey, to the chair of Oratory and Rhetoric.
Simon Fraser MacLennan, to the chair of Psychology and Pedagogy.

Frederick Orville Grover, to the chair of Botany.

Charles H. A. Wager, to the chair of English, for two years, on a view to permanence if the appointment proves satisfactory.

Joseph Scudder Chamberlain, as Instructor in Physical Chemistry, for one year, reappointment.

Wilfred Hobson Sherk, as Tutor in Mathematics in the Academy, for one year, reappointment.

Clara Louise Smithe, as Tutor in Latin in the Academy, for one year, reappointment.

Mrs. Alice E. Mead Swing, as Tutor in German in the Academy, on one-half work, for one year, reappointment.

Rosa Maritta Thompson, as Tutor in Latin and English in the Academy, for one year, reappointment.

William Eugene Mosher, as Tutor in German in the Academy, for one year, reappointment.

Adoniram Judson Marshall, as Tutor in Physics in the Academy, for one year, reappointment.

Mary Elizabeth Kennedy, as assistant in the Botanical Laboratory for the spring of 1900 and also for the year 1900-01.

Isabel Seymour Smith, as assistant in the Botanical Laboratory, for one year, reappointment.

Edwin Fauver, as acting Director of the Men's Gymnasium, for one year, new appointment.

At the special meeting, April 14, 1900, and confirmed at the semi-annual meeting, June 25, 1900:

Alice Hanson Luce, as Dean of the Woman's Department, and Professor of English.

Confirmed at the semi-annual meeting, June 25th, 1900.

E. Louise Brownback, as Tutor in English in Oberlin Academy, for one year, new appointment.

Helen C. Willard, as Tutor in Declamation in Oberlin Academy, for one year, new appointment.

Alice Bertha Foster, as Director of the Woman's Gymnasium, for one year, reappointment.

Mary Asenith Reed, as Assistant in the Woman's Gymnasium, for one year, reappointment.

Mary Eleanor Barrows, as Instructor in English, to take charge for one year of the Freshman English, in five divisions, new appointment.

Edith Dickson, as assistant in English, to aid in the reading of themes in the Freshman English work, new appointment.

Ad Interim appointments confirmed by the Prudential Committee:

March 13, 1900:

Edgar Fauver, as Tutor in Greek in the Academy, for one year, new appointment.

Edwin Fauver, as Tutor in History in the Academy, for one year, partial work, new appointment.

July 25, 1900:

Mrs. Harmonia W. Woodford, as Dean of the Young Women of the Conservatory Department, the salary to be paid by the Conservatory Department, new appointment.

October 30, 1900:

Mary Theodosia Currier, as Assistant Dean of the Woman's Department, for one year, new appointment.

Ernest L. Bogart, as Associate Professor of Economics and Sociology, for one year, new appointment.

February 18, 1901:

Lila J. Wickwire, as Assistant in the Woman's Gymnasium.

LEAVE OF ABSENCE.

Fred Eugene Leonard, for the year 1900-01, with continuance of salary, and with the understanding that no additional expense be incurred by the College.

RESIGNATIONS.

Thomas Nixon Carver, from the chair of Economics and Sociology, to accept an appointment with Harvard University.

Mary A Reed, as Assistant in the Woman's Gymnasium, to accept a position in Brooklyn, N. Y.

Joseph S. Chamberlain, as Instructor in Chemistry and Physics, to accept a position in Johns Hopkins University.

MRS. LORD'S RESIGNATION.

At the meeting of the Trustees last June it was voted, in accepting the resignation of Mrs. Lord, to appoint a committee, with General Shurtleff as Chairman, to prepare appropriate

resolutions, and these were to be on record as adopted by the Trustees. They are as follows:

In accepting the resignation of Mrs. Elizabeth W. Russell Lord, the Assistant Dean of the Woman's Department, this Board desires to express its very high appreciation of the value of her sixteen years' service. Her whole life has been devoted to the work of Christian education. She and her husband, Dr. Asa D. Lord, were selected in 1849, on the recommendation of Horace Mann and Henry Barnard, to organize in Columbus, Ohio's first graded school; and Dr. Lord was the author of the school law which is the basis of our present public school system.

In all of Dr. Lord's eminent service, both in the public schools and as superintendent of the school for the blind in Ohio, and afterwards in New York, Mrs. Lord was an equal sharer, and at Dr. Lord's death was unanimously elected superintendent of the school for the blind at Batavia, N. Y. The official reports of the State Board of Charities of the State of New York give abundant evidence of Mrs. Lord's effective service. The secretary of that organization states that probably Mrs. Lord has taught more blind people to read than any other person in the world.

Her judicial temperament, her tender sympathy, her sound practical sense and her high Christian character, have made her an ideal incumbent of the position she has so long and successfully filled.

Mrs. Lord will be held in grateful remembrance by the alumni and friends of Oberlin College for her faithful work, for her lifelong interest in the College, for the benefactions of herself and Dr. Lord, and for the gift of the beautiful cottage which connects her name permanently with the work of the College.

THE ACADEMY.

It is a growing conviction that the Academy, instead of being a department which may ultimately be given up, is one of the vital and permanent factors of Oberlin life. My own realization of its importance grows clearer with experience and observation. It needs endowment as well as a new building. The Scientific Department of the Academy requires enlargement. With the changes in the course of study which are about to be made, and with others which may follow, it is evi-

ent that this may easily become one of the greatest and best institutions of the sort in the country, fitting students, not only for Oberlin College, but for our chief American universities.

In the general purpose to make the most and best of what we have here, Oberlin ought to have a strong Academy, which shall be to the Middle West what the great academies of New England are to the East; or, to put it another way, the strongest academy in the Middle West ought to be at Oberlin.

Oberlin's general purpose, commending her as it does to the Christian public, her wide reputation, her widely scattered and exceptionally loyal constituency, the many advantages which center here, all emphasize the importance of this place as the fitting location for one of the strongest schools of secondary training in the country.

But to realize this ideal the Academy must be able to offer advantages equal to those of the best secondary schools elsewhere. In the enumeration of some of the needs of such a school, the first and most obvious need is for a suitable building. Compare our present equipment in this respect with the equipment of many a village high school, and the disadvantages under which we labor will be immediately apparent. The Academy should have well-equipped physical and chemical laboratories. It cannot now offer to students preparing for scientific schools the advantages in this respect which are offered by many high schools.

The Academy should have a department of Manual Training in order that the boys who wish to take courses later in the technical schools may acquire early that training of eye and hand as well as of intellect so essential to the successful pursuit of the higher forms of skilled labor which the present age opens up. In this respect has not Oberlin fallen behind any other school in living up to her own motto, "Labor and Learning?" Given the building with the needed equip-

ment, we should have with it an endowment which will enable us to employ and retain permanently as teachers, trained men in the increasingly important department of secondary education for which the Academy stands.

In addition to the value of such a school as a preparatory school for higher institutions of learning, would not such a school afford the advantages needed by a large class of students to whom the higher courses may not open, but who would be glad to pursue the lines of secondary study in a school rich in the spirit and traditions which gather about the name of Oberlin?

It need not be said that no less emphasis should be placed upon character, but would not such an equipment as the Academy needs furnish a larger opportunity for character-building as well as for intellectual development; and in appealing to a more varied constituency would we not thereby greatly enlarge and extend the influence for which Oberlin has always stood, and which we hope she may ever impart?

THE SEMINARY.

A gratifying increase in the number of theological students, and the great favor with which the Seminary is regarded by those in the various classes, are surely prophetic of growing prosperity and usefulness for this part of Oberlin's work. Almost from the beginning, theological education has been one of the chief features of Oberlin history. In the Seminary we have rejoiced in two traditions, the tradition of evangelical earnestness, and the tradition of intellectual breadth and liberty. Although the College is under no sectarian control, the Seminary has been identified most largely with a special denomination, the great college-building and educational force of our earlier history. One of the foremost preachers of the modern world was the second President of

Oberlin. His fame and spirit have gone throughout Christendom. The intense evangelism of his nature is embodied in the spirit of the Seminary to-day, in new forms, doubtless, but with a pervasive force. The methods pursued by the members of the Theological Faculty are in accord with the most advanced scholarship, and the vital, positive force of the teaching given is recognized by the students, who find that they are being taught a Gospel which can be preached. It is generally conceded that the criticisms made on theological education in our country are not applicable to the Oberlin Seminary of to-day. The funds of this department have been most economically managed. They should receive increase; endowment should be furnished for the very important work of the Slavic Department.

THE CONSERVATORY.

Professor Rice's report in regard to the Conservatory will be read with interest. It shows the prosperity and progress of this part of the College. It indicates that more of the students of music are taking work in the College, and that a Dean for the Conservatory women has been appointed. It calls attention to the need of an enlarged building in order to furnish additional practice rooms.

The organ concerts given outside of Oberlin by Professor Andrews in the past year have been most favorably received, and have added to the prestige of the School of Music. In May of this year will occur a Musical Festival, at which Max Bruch's "Odysseus" will be given by the Musical Union, aided by the Boston Festival Orchestra.

IMPROVEMENTS IN OBERLIN.

The Park Hotel owned by the College, which has been thoroughly made over and re-furnished, is now under the management of Mr. A. P. Gates, and is giving satisfaction.

The Oberlin-Wellington Railway was completed to Wellington on December 31, 1900, and regular passenger service was inaugurated on the opening day of the new century. This road is substantially built, well equipped, "and follows closely an historic stretch of highway." It will be of service in bringing students to us, not only from this vicinity, but also from towns southeast and south west of Oberlin through the whole state of Ohio.

POST-GRADUATE SCHOLARSHIPS.

At the semi-annual meeting of the Trustees in June, 1900, it was voted to approve of the following plan for the granting of free tuition to certain post-graduate students:

1. That for the proposed plan the departments shall be divided into the following groups,—

- A. Mathematics, Physics, Astronomy.
- B. Biology, Zoölogy, Botany.
- C. Chemistry, Mineralogy, Geology.
- D. German and Romance Languages.
- E. Latin, Greek, Classical Archæology.
- F. Economics, History, Historical Courses in Art.
- G. Philosophy, Psychology, Pedagogy.
- H. English Literature, Composition, Oratory.

2. That the teachers in each group shall have the power of recommending to the College Faculty a post-graduate student for free tuition each year, with the understanding that the receiver of such a scholarship may be called on to render assistance to the teachers in the group in which he holds the scholarship.

Two graduate students are this year doing work in Oberlin on the above plan, Mr. A. A. Agenbroad, of the class of 1900, in group F, and Miss Elizabeth Aborn, also of the class of 1900, in group B.

I would emphasize the honor attaching to these appointments. The scholarship test is more severe than in any other appointments made in the College.

HONORARY DEGREES.

As no complete list of the higher honorary degrees conferred by Oberlin College has been published, and as publication seems desirable, I add herewith the list of the LL.D., D.D., and Litt.D. degrees given by Oberlin down to the present time

LL. D.

- | | | |
|------|---|---|
| 1883 | { | James H. Fairchild, '38.
Helen A. Shafer, '63.
George T. Fairchild, '62. |
| 1895 | | Jonathan E. Ingersoll, '45. |
| 1898 | { | Hastings H. Hart, '75.
John G. W. Cowles, '56. |
| 1899 | | Frederick A. Noble. |
| 1900 | { | Samuel B. Capen.
Franklin H. Giddings.
Lucien C. Warner, '65.
Theodore E. Burton, '72. |

D.D.

- | | | |
|------|---|--|
| 1893 | { | John M. Williams, '39.
Thomas E. Monroe, '55.
John M. Ellis, '51.
William M. Brooks, '57. |
| 1894 | { | Joseph Estabrook, '47.
Russell T. Hall, '65.
Walter E. C. Wright, '65.
Frank S. Fitch, '70.
Charles J. Ryder, '75.
William G. Frost, '76. |
| 1895 | { | Leonard S. Parker, '38.
Cassius E. Wright, '67.
Amzi D. Barber, '41.
Leonard F. Parker, '51. |
| 1896 | | Cyrus G. Baldwin, '73. |
| 1897 | | Henry Churchill King, '79. |
| 1898 | { | Charles E. Jefferson.
Roselle T. Cross, '67.
Homer W. Carter, '70.
William S. Ament, '73.
Sydney D. Strong, '81. |
| 1900 | { | William B. Chamberlain, '75.
George E. Albrecht, '82. |

LITT. D.

1899 Denton J. Snider, '62.

DEATHS.

Four of the students have died during the year. Last July the College was saddened by the news of the death through accident of James B. Gilman, of Rochester, N. Y., and Oscar F. Lewis, of Calumet, Mich. Carl Brice, a Senior in the Academy, met death in the Fall term as a result of a gunshot wound; and Miss F. W. Bodie, a student in the Art Department, died recently from peritonitis.

Of former students and honored graduates of the College, there have died Professor Elisha Gray, famous as an inventor, President Erastus Milo Cravath, of Fisk University, and General Jacob D. Cox. In widely differing fields, these men brought honor to the College. Professor Gray devoted his life chiefly to electricity, and was the inventor of the electric annunciator for elevators. He also developed the system of electro-harmonic telegraphy, and succeeded in sending over a wire five hundred miles long nine different messages at the same moment, each having a distinct note, and each capable of being taken off at any number of intermediate points by tuning the receiver to the keynote on which each was transmitted. He invented the speaking telephone in 1876 and the telautograph in 1893. He was the author of numerous pamphlets, essays and books. He was honored with many gold medals, and was given the degree and decoration of Chevalier of the Legion of Honor by the French Republic.

President Cravath may be justly deemed one of the noblest and most useful men of his time. He graduated from the College in 1857, and from the Seminary in 1860. As the great builder of Fisk University he was a pioneer in the higher education of the colored race in America. It was his profound conviction that American citizens of African descent should

be provided with the means of making the most of themselves, and that industrial education, however valuable, is not adequate for that intellectual and moral leadership which many must assume if the race is to be fitted for its great responsibilities. President Cravath's name is enshrined in the grateful and admiring affection of the thousands whom he aided, and Oberlin College has a reflected honor in the great work of this one of its most distinguished graduates.

The death of General Jacob D. Cox is an event of national significance, bringing with it a profound sense of loss. The Trustees will undoubtedly take appropriate action in view of it at the coming meeting. It is with loving sorrow and the deepest admiration that we think of this man, who only a few months ago was taken from us. He had been tested on the battlefield, tested in the Governor's chair, in Congress and in the National Cabinet. He was a man of high aims and undeviating courtesy, a scholar, a soldier, a historian and a patriot. His services to the College were conspicuous and long continuing. In speaking to the students of this noble life, I said: "Daily he walked to yonder Library to complete the story of his military career, and who of us that knew him can fail to exclaim: 'He is one of the shining succession in which Sidney and Milton, Washington and Lincoln, Emerson and Phillips, George William Curtis, Mark Hopkins and James H. Fairchild have passed before us. To him amid our tears and thanksgivings, with loving reverence and with all appropriateness, we give, what is beautifully and preëminently his due, the grand old name of gentleman.' " At the Washington celebration on the 22nd of February, an appropriate memorial address in honor of General Cox was given by his step-son, Mr. William C. Cochran, of Cincinnati.

THE OBERLIN MARTYRS.

No record of the sorrows of the past year would be complete that did not make reference to the signal honor which has come to Oberlin College in the annals of Christian martyrdom. It is one of the marvels of history that at the very close of the nineteenth century the Christian church seemed to have returned to the awful days of the persecuting Roman emperors. At our Reunion in June we received loving greetings from our missionaries in China. They wrote: "From far-off Shansi, green with the springing wheat, from her mountains crowned with crumbling heathen temples, from our labors among the slaves of opium, from our growing churches, where we strive to reproduce the impressions our professors made on us, our hearts go out to you. The remembrance of Oberlin is very precious to her sons and daughters in far-away Shansi. Though prevented from being with you in body, our spirits will be with you in the coming Reunion, and our hopes for the prosperity of our beloved College are bright and boundless. We earnestly desire and expect to see her stand first in the minds of the world, as she has stood so long in ours. The grand work she has done in the past, the long roll of her graduates and the faithful, conscientious work, so quietly done by many, as well as the noticeable rewards showered upon those who have become famous, give ground for such hopes. May the spirit of the fathers, the good old Oberlin spirit, still hover over her, guiding and encouraging her in all forward movements! We rejoice in all the good that has come to her in these later years and expect much from this Reunion. Each heart sings, 'How I long to be there!' and then puts the thought away as not of the Father's planning. May the enthusiasm rise so high that it shall overflow on our shores and come rolling through the mountains to cheer us on our way." While these words were being read the storm-cloud was gathering, the earthquake

was rumbling, and soon these with their children went to join themselves "with those just spirits that wear victorious palms," the noble army of martyrs, whose blood evermore is the seed of the Holy Catholic Church. The mountains crowned with crumbling heathen fanes look down on their trampled and lacerated bodies, but their mighty monument and lasting memorial shall be the conversion of an empire and the speedier regeneration of a world. Here is the list of honored names that must ever be cherished as among the most precious in our annals:

Rev. Dwight Howard Clapp, First Congregational Church, Oberlin, '79, T. '84.

Mrs. Mary Jane Clapp, First Congregational Church, Clarksville.

Rev. Charles Wesley Price, First Congregational Church, Oberlin, T. '89.

Mrs. Eva J. Price, First Congregational Church, Oberlin.

Florence Price, born Shansi, China, aged 7 years.

Miss Mary Louise Partridge, First Congregational Church, Oberlin, ex '96.

Miss S. Rowena Bird, Second Congregational Church, Oberlin, '90.

Rev. George Louis Williams, Second Congregational Church, Oberlin, '88. T. '91.

Rev. Francis Ward Davis, Second Congregational Church, Oberlin, T. '89.

Rev. Ernest Richmond Atwater, Second Congregational Church, Oberlin, '87. T. '92.

Mrs. Lizzie Graham Atwater, studied at Dublin University.

Ernestine Harriet Atwater, born Oberlin, aged 10 years.

Mary Sanders Atwater, born Oberlin, aged 8 years.

Cella Bell Atwater, born Shansi, China, aged 5 years.

Bertha Bowen Atwater, born Shansi, China, aged 3 years.

Steps have been taken by the Second Congregational Church of Oberlin to prepare a Memorial Tablet for these martyrs, and certainly the College will desire to place, perhaps in the Finney Memorial Chapel, a window which shall recall to coming generations how the sons and daughters of Oberlin gave to

their Lord and Master, in missionary service, "the last full measure of devotion."

PROFESSOR GEORGE FREDERICK WRIGHT.

For more than a year Professor G. F. Wright has been making a trip around the world, pursuing special studies in Glacial Geology. He has been received with much honor in Japan and China and elsewhere; he made a perilous journey through Siberia, gathering materials of great value in his special department of investigation. He is expected home in a few weeks, and is preparing to give the Theological classes a course of ten lectures, which will doubtless be heard with interest and call forth discussion. The general theme is "Geological Preparations for the History of the Pentateuch." Following are the topics of the lectures :

1. Geology and Genesis 1.
2. Geology and Genesis 1.
3. Credibility of the Flood.
4. Chronology of Man According to Science and the Bible.
5. The Great Jordan "Fault" and the Destruction of Sodom and Gomorrah.
6. The Geological Isolation of Palestine.
7. Israel in Egypt.
8. The Crossing of the Red Sea.
9. Crossing the Jordan and the Conquest of Palestine.
10. Productive Capacity of Palestine.

OBERLIN CHURCHES.

Last spring the Second Congregational Church of Oberlin, of which Rev. H. M. Tenney, D.D., is pastor, celebrated its fortieth anniversary. An elaborate historical survey was prepared by Rev. Dr. D. L. Leonard. For a year the pulpit of the First Congregational Church was supplied with great acceptance by Professors King and Bosworth. It was a matter of importance to the College who should succeed the late Dr. Brand as pastor of the First Church. That question has

en happily settled by the choice of Rev. J. W. Bradshaw, D., of Ann Arbor, Michigan, who, since last September, has been carrying on his work with intellectual and spiritual power, wide acceptance, and large success.

MISCELLANEOUS.

I wish to make grateful mention of the work done for the college by those who have represented it at meetings outside Oberlin. I would call special attention to the addresses given by Professors King, Bosworth, Currier, Burroughs, Peck, and Johnston. It is gratifying to know that important books are about to be published by Professor Henry C. King and Professor Albert T. Swing.

The appointment of Mr. C. P. Doolittle as Superintendent Buildings and Grounds for the year beginning September 1, 1900, was a wise step forward. His salary is paid in part out of the Loan Expense Fund. The thoroughness, intelligence, and enthusiasm with which Mr. Doolittle has carried on his work have been noted by all.

The College proposes to offer courses in Mechanical Drawing and Descriptive Geometry by Instructor Cairns next year. This has an important bearing on the keeping of students who wish to take engineering courses.

Reference should be made to the work done by Professor Root on the Quinquennial Catalogue of 1900. I know of no equally good alumni register furnished by any other College.

The Pan-American Exposition in Buffalo this year will furnish an opportunity for an exhibit of the work of the American colleges. The Committee on Outside Representation has charge of the preparation of an Oberlin exhibit.

The illustrated Oberlin Calendar for the year 1901 has been widely circulated and received with favor. It was sent to many high schools and colleges and to a large number

of friends and patrons of Oberlin. Scores of grateful letters have been received from those to whom the calendar was sent. This has proved itself one of the best means of keeping the beauty of the College buildings and the work of the Institution before the minds of our friends.

I am glad to call attention to the good work for the College done this season by the Oberlin College Glee Club, under the management of Professor J. F. Peck. Their winter trip reached as far west as Minneapolis and St. Paul. The highest commendations have reached me in regard to their concerts, it being the general opinion that no college organization in the country has done better work.

SEMESTERS.

The Faculty, in recent action, recommended to the Trustees that the three-term division of the year should be changed, so far as the College Department is concerned, to two terms, or semesters. The report presented gives the following reasons for the change, together with a list of institutions grouped according to the way in which they divide the college year:

1. It would save one registration day and simplify committee and office work.
2. It would give greater continuity of work and conduce to a higher sense of scholarship on the part of the students, and allow instructors to give longer and more scholarly courses.
3. It would allow a more adequate provision for examinations, and they would be given under more favorable conditions.
4. It would influence the students to elect more carefully, as an unfortunate choice would be more serious.
5. It would be possible not only to hold students to the last day before recesses, but also to bring them back on the first day after recesses; they would all the time be members of the College; the class lists would be in the hands of the instructors for the first class exercise, and there would be no recess between Semesters.
6. It would have a tendency to prevent students from staying out for a term, as it would be difficult to make up a half year's work.

It would give more time for a student new to college to adjust himself to his work before a final test of his first term's work is made.

	Two Terms		Three Terms	Four Terms
Massachusetts	Adelbert	California	Brown	Chicago
Ohio	Ohio Wesleyan	Illinois	Bowdoin	Cincinnati
Northwestern	Northwestern	Iowa	Amherst	
Beloit	Beloit	Kansas	Boston Univ.	
Stanford	Stanford	Nebraska	Colgate	
Smith	Smith	Michigan	Middletown	
Vassar	Vassar	Ohio State	Berea	
Wellesley	Wellesley	Wisconsin	Cornell, Iowa	
Holyoke	Holyoke		Kenyon	
Bryn Mawr	Bryn Mawr		Ohio Univ.	
			Indiana	
			Hamilton	
			Minnesota	

COLLEGE ENTRANCE REQUIREMENTS.

A committee of the Faculty, with Professor Charles E. St. John as chairman, has given much time and wide investigation to the subject of college entrance requirements, and the suggestions which will bring Oberlin into closer harmony with the laboratory schools and with most of the best colleges and universities. At the meeting of the National Educational Association in 1899 the report of the Committee on College Entrance Requirements was adopted recommending "that any amount of work comprehended within the studies included in the curriculum, that has at least covered one year of four periods per week, in a well-equipped secondary school, under competent instructors, should be considered worthy to count toward admission to college." It was also recommended "that the fundamental scope and purpose of the secondary schools should be safeguarded, and that such elasticity be allowed that schools should fit for college and adapt themselves to local environment and local needs." The National Educational Association, recognizing the principle of election in the secondary schools, "emphasizes the importance of certain constants in all secondary schools, and in all requirements for admission." The North Central Association of Colleges and Secondary Schools, at their meeting in St. Louis in 1900, resolved that the

unit of work be four periods of one hour each throughout the year. The Faculty recommend to the Trustees, and I second the recommendation:

1. That four (4) hours a week for one year be adopted as the unit of work for entrance requirements, and that five (5) periods per week of 45 minutes each be accepted as an equivalent.

2. That fifteen (15) units be required for entrance as follows:

3 units of English.

3 " Mathematics.

4 " Foreign Languages, of which two (2) units must be Latin or two (2) units must be Greek.

1 unit of History.

1 " Science.

3 units of Electives.

Total, 15

3. That courses in satisfaction of the preceding requirements in languages, history, and science, including those marked "electives," may be offered as follows:

Latin.....	2, 3, or 4 units.
Greek	1, 2, or 3 units.
French	1, 2, or 3 units.
German	1, 2, or 3 units.
History	1, 2, or 3 units.
Sciences	1, 2, or 3 units.

and that the definitions of these requirements and of the courses that may be accepted for entrance credit be in substantial agreement with the recommendation of the report on College Entrance Requirements made at the Los Angeles meeting of the National Educational Association in 1899.

4. That half units may be accepted in addition to integral units in the same subject; and for this purpose the sciences may be considered as one subject.

5. That when a student has satisfied the entrance requirements he may pursue elementary work in foreign languages as may be provided by the College and receive credit for it to an amount equivalent to two units.

It is the general opinion of superintendents of public schools and principals of high schools, that a course constructed upon the plans here suggested will add very much to the efficiency of our instruction, and will largely aid in adapting it to the needs and requirements of secondary schools as at present organized.

COLLEGE DEGREES.

On February 11, 1901, the Faculty adopted the following recommendation to the Trustees:

That the degree of Bachelor of Arts be hereafter granted to all who complete the work required for graduation.

The recommendation is based mainly upon the following considerations:

1. The reason for not adopting the single degree system has ceased to exist, since now, in the general opinion, the A. B. degree alone stands as the badge of a liberal education.

2. Lines of work of concededly equal value should receive equal recognition, and that can only be done by granting the degree that recognizes this equality.

3. The change is in harmony with the tendency in the institutions of the first rank.

4. It is in harmony with our own practice in granting the A. M. degree to holders of the Ph. B. degree.

A. B.		A. B. and B. S.	3 or more.
Harvard	Williams	Pennsylvania	Dartmouth
Yale	Kansas	Princeton	Reserve
Cornell	Smith	Nebraska	Ohio Wesleyan
Johns Hopkins	Vassar	Brown	Ohio State
Columbia	Wellesley	Amherst	Northwestern
Stanford	Holyoke		Wisconsin
Illinois	Bryn Mawr		Bowdoin
Michigan			California

SECRETARY'S REPORT.

I commend to your attention the comprehensive report of Mr. George M. Jones, the Secretary of the College. It contains much information of value. It shows a growth in attendance and a hopeful increase in the Freshman classes. The enlargement of the work of correspondence in the last year is a new evidence of widened interest in Oberlin. I am particularly pleased that we are having more men in the College Department.

The Secretary calls attention to the important work which has been done in codifying the regulations and decisions of the Trustees. I would suggest that a committee be appointed who shall carefully consider the subject of the Constitution of the College. The present Constitution is cumbrous and complicated. It is important to consider what further steps should be taken to bring a greater degree of unity into the life and administration of the Institution.

RELIGIOUS LIFE.

This College was founded by men whose main purpose was to glorify God and who hoped to make their Institution a powerful factor, not only for education and reform, but for spiritual regeneration. While the emphasis of the Christian life has been somewhat changed, I believe that the forces which make for character and consecration to the Kingdom of Christ are as active and powerful as ever. The class prayer-meetings are well attended and well conducted. The work of the Young Men's Christian Association, like the kindred work of the Young Women's Christian Association, has been carried on with energy and success. The spirit of missions is not waning. The recent Day of Prayer for Colleges was one of marked spiritual life and power. The students have coöperated with two of the leading churches of Oberlin in an effort, led by Mr. Luther D. Wishard, who represents the Forward Movement in Foreign Missions, to provide funds for the relief of Chinese Christians who have been made homeless by the recent outrages in China. Nearly two thousand dollars were contributed by the College and town for this purpose.

THE PRESIDENT'S WORK.

It is not necessary for me to give in detail, as I did last year, an account of how my time has been divided between duties in Oberlin and many calls and claims outside. My

sermons, lectures, and addresses during the last year have numbered one hundred and thirty-seven. They have been before colleges, high schools, normal schools, churches, at Chautauqua, in Oberlin, in Cleveland, in New York and Philadelphia, in Buffalo and Kansas City, in Fargo, N. D., Ann Arbor, Mich., Meadville, Pa., Springfield and Worcester, Mass., in Portland, Me., and in many other communities. I have addressed missionary societies, Christian Endeavor conventions, teachers' institutes, ministers' meetings, and Oberlin Alumni associations. I hope that something has been accomplished to the advantage of the College, and certainly I greatly prize the many opportunities which I have had of speaking to the young people of our country gathered in schools and colleges.

The harmony, the spirit of self-sacrifice and the devotion to the interests of the College which have marked the Faculty of the Institution, deserve to be noted, and I wish to take this opportunity of emphasizing my appreciation of the spirit which they have manifested. I desire, also, to speak of the loyalty of the Oberlin community to the College interests, and of the very great debt which the Institution owes to its body of Trustees, men who have much more than a nominal connection with the life of Oberlin. Your willingness to make sacrifices of time, and gifts of money, your readiness to undertake hard things and to plan great things, are the chief explanation of whatever progress has been made in the last two years.

Faithfully yours,

JOHN HENRY BARROWS.



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Memorials.

REV. MICHAEL E. STRIEBY, D.D.

REV. JAMES BRAND, D.D.

HON. J. E. INGERSOLL, LL.D.

MR. ELIAB W. METCALF.

MR. ALBERT H. JOHNSON.

PROFESSOR WILFRED W. CRESSY.

—

GENERAL JACOB D. COX, LL.D.

TO THE TRUSTEES OF OBERLIN COLLEGE :

Your Memorial Committee, appointed at the annual meeting, March 7, 1900, beg leave to report as follows :

The clauses of the President's report referred to us recite :

" Death of Trustees: The last year has witnessed unusual losses in the Board of Trustees, occasioned by death. Rev. Michael E. Strieby, D.D., Rev. James Brand, D.D., Honorable J. E. Ingersoll, LL.D., Eliab W. Metcalf and Mr. Albert H. Johnson, have been taken from us. * * * The college has been saddened by the recent death of Professor Wilfred Wesley Cressy, the popular head of the English Department."

These losses are such as to call for the recording of fuller memorials. The Committee have found it a sad, but interesting work to gather together from varied sources the contributions of affection to such memorials which are presented herewith. In so doing they desire to acknowledge their indebtedness to many contributors, and especially to the sketches (of which, both in data and in language, they have made free use) of Dr. Strieby, by Trustee C. J. Ryder; of James Brand, in the "Chapters from a Life" written by himself, and the memorial sketch by his classmate which appeared in the *Hartford Courant*; of Judge Ingersoll, by the Memorial Committee of the Bar Association of Cleveland; and as to E. W. Metcalf and A. H. Johnson, to Irving W. Metcalf for revised sketches from the *Chicago Advance*, *Elyria Republican* and *Oberlin News*; and of Professor Cressy by his colleague, Professor Dickinson.

.cv. MICHAEL E. STRIEBY, D.D.

Michael E. Strieby was born in Ohio, September, 1815. He died at Clifton Springs, N. Y., March 16, 1899. He was, therefore, in the eighty-fourth year of his age when he passed away. The toil, the sacrifice, the sorrow, the disappointment, and, to Dr. Strieby, the splendid victory of accomplished work, are brought together in the compass of his life. His early education was secured at two institutions in Ohio—Hudson College and our own College. He was graduated from Oberlin in the famous class of 1838. The years of his scholastic life were years of intense excitement and profound upheaval. The anti-slavery agitation was rapidly gaining a hearing and followers. Oberlin was the focal point of six underground railroads. Almost constantly a stream of fugitive negroes—men, women and children—escaping from the horrors of American slavery, passed along these lines through Oberlin on their way to Canada. Young Strieby was a practical reformer as well as a theorist. He took a hand in helping to freedom these poor, hunted black people. He not infrequently delivered addresses in various communities, proclaiming the righteousness of the anti-slavery movement. Opposition was often pronounced, and sometimes violent. This only stirred the vigorous, athletic young man to more intense antagonism to the crime of human slavery.

The influence of these college experiences, both in the classroom and in the practical application of the instruction he received to the immediate solution of the problems of human freedom, was evident through his whole life.

Dr. Strieby was a most successful pastor. After graduating from Oberlin Theological Seminary, he became pastor of the church at Mt. Vernon, Ohio. Here he served for eleven delightful and successful years. Dr. Strieby spoke of these years of service in his early ministry at Mt. Vernon a few weeks before his death to a friend. The recollections he held were tender and abiding.

From Mt. Vernon, Dr. Strieby went to Syracuse, N. Y., where he organized the Plymouth Congregational Church. Here again he proved his special ability as a pastor and preacher. After a pastorate of eleven and a half years in the Plymouth Church, he was called, in 1864, to a Corresponding Secretaryship of the American Missionary Association. It is a remarkable fact that he did not enter this service until he was forty-nine years of age. His larger and most permanent work was accomplished after middle life. This place he occupied with distinguished success until, by his own request, he was permitted to retire in 1896, and become Honorary Secretary.

Although the American Missionary Association had been organized for many years before Dr. Strieby became Secretary, still the early period of his administration included years of great privation and hardship. He was often at the front immediately after the war encouraging despondent teach-

ers, gathering about him a great mass of negroes just freed from bondage, seeking to inspire them with purposes of self-control and self-direction.

And to him it was given to see the full and complete victory of the principles for which he suffered in early manhood, and to whose realization he struggled with tireless energy in middle life. He foresaw the splendid outcome of the apparently weak and ineffective agitations into which he threw himself in early life with an abandon of devotion.

The distinctive characteristic of Dr. Strieby was that of vigor. Physically he was a large, splendidly developed man. Intellectually he was uncompromising in his self-mastery. Habits of doubtful self-indulgence he always avoided because they interfered with the free development of vigorous manhood. He was uncompromising in his opposition to wrong, though always considerate of the views of others. He took his position and maintained it with the vigor of physical courage and strong intellectual conviction. His calm, well-balanced judgment led him to the selection of that which was wise and effective, and his determined moral purpose inspired him to pursue the path toward the accomplishment of this end with indomitable energy.

Still he was a man of broad and charitable judgment, even of those who radically differed from him. His spirit was gentle and loving. He eliminated from the consideration of great questions all personal interests. He always held the impartial position of judicial judgment. His administration of those in the field of mission service was such as to attract and hold the missionaries in bonds of loving friendship. And yet even in his gentle considerateness there was the vigor of his great and magnificent purposes. The co-mingling of gentleness and determination, of charitable consideration for the opinions of others and courageous maintenance of his own convictions, compelled for him the esteem even of his opponents. These are the qualities that brought the magnificent results of his life work.

The American Missionary Association will miss his wise counsel and his loving and tender companionship. The whole body of Congregational Churches will mourn his loss and find no other one who can fill his place. He was prominent on boards of trustees in different institutions, most notably in this Board. His large views of educational problems and practical knowledge concerning the administration of institutional life made him a valuable member.

Dr. Strieby was one of the charter members of the Belleville Avenue Congregational Church in Newark, N. J. The funeral services were held in that Church on the Sabbath of March 19th. In many of the institutions of American Missionary Association at the time of the funeral, memorial services were held by teachers and pupils. Telegrams of affectionate regard were received from many friends in the North and from those who occupy these mission fields of the Association. He has fought the good fight and kept the faith and has received the crown laid up for the righteous.

Rev. JAMES BRAND, D.D.

James Brand came of Scotch stock and had its marks in face and character. He was born in the Dominion of Canada, February 26, 1834. To use his own words, his father and mother, James Brand and Janet Boyes, were born in 1810, and lived in Lochmaben, Dumfriesshire, Scotland. Lochmaben is in that exquisite region of Annandale made famous by the life and writings of Carlyle. His parents were poor at birth and remained so to the end. His father seems to have received a fair education for a poor boy in Scotland, and was thus able to teach a country school, an occupation which he followed at intervals through life. The father had the Scottish love of letters, of the native Scottish literature, and so the works of Burns and Scott and other Scottish worthies, and of Shakespeare, became the few books, but well known, that filled the childhood longings of our James Brand. His mother was a devoted woman, who was a Christian when she alone of the little community was such, and so led the whole family to the Christian life.

He went through the hardships of a pioneer home in Canada, and acquired the training of a skilled mechanic in Biddeford and Saco, Maine. At the age of twenty-four, that is, in the Spring of 1858, he became a member of the Congregational Church. His native intellectual superiority, his spiritual strength and grace, so impressed the leading members of the church and community that they became actively interested in his securing an education for the ministry. With some help and introductions from them, but mainly by his own industry and self-denial, he carried himself through the three years' preparatory course at Phillips Academy, Andover. The struggles and hardships which he went through at this time to some extent permanently impaired his health, but in no way dimmed his cheerfulness.

In 1861 at the late age of twenty-seven, he entered Yale College—a very unusual age for a freshman. It is significant of the value which he set upon the intellectual life that he carried through his plan to obtain a liberal education in one of our foremost colleges at this advanced period of his life. On September 2, 1862, he enlisted in Company I, Twenty-seventh Connecticut Volunteers. He became sergeant, and color sergeant; was wounded at Fredericksburg, where he was one of the leaders of Burnside's gallant but unsuccessful charge, and fell at the top of the hill close up to the stone wall that marked the rebel line, and lay there until after nightfall. He was in the thick of the fighting at Chancellorsville. He behaved with distinguished bravery at Gettysburg, where as color-bearer of the Twenty-seventh Connecticut he led the charge across the wheatfield to Little Round Top, and planted the colors of his regiment first of all upon that rocky ledge. For his bravery in this battle he received a special medal, still treasured by his family. He was mustered out July 27, 1863, returned to Yale and study, and was graduated with the class of 1866. He was the patriarch in age of the class, its

religious leader, and its poet, in which latter capacity he wrote the well known, and justly prized, ivy ode, beginning:

“ Symbol of our trust when sorrow
Darkens on our shadowy way,
Be thou sign of bright tomorrow,
Guide to where the sunbeams play.”

This sentiment was eminently his characteristic. Thoroughly appreciating the hardships, the sorrows, the contrarieties of life, of which he had experienced his full share, his life was dominated by a spirit of courage, serenity, hope and something more, an element of cheerfulness and sunlight. The man was stronger than the circumstances which surrounded him.

After completing his divinity course at Andover Seminary in 1869, he preached for three years at Danvers, Mass. Then in December, 1873, he accepted the call and was installed as pastor of the great First Church of Oberlin—the famous “Finney Church.” There he remained in ever-increasing usefulness and honor, until death took him on April 11, 1899.

For twenty-five years he stood before us; six generations of college students were touched by his life and words. He refused calls to other work, flattering calls. “No,” he said, “when I look into the faces of the congregation and see the young faces and think I may be able to help them, I cannot leave Oberlin.”

He served the college as trustee from 1890 to the day of his death, in his last term being elected Alumni Trustee by the graduates at large. As he was not himself an Alumnus, this was a very unusual honor, and speaks eloquently of the esteem in which he was held by the students and alumni. He was a true Christian hero. The attacks of slander and malicious prosecution, with the burden, the friction, the misapprehensions and the mistaken criticisms of misguided friends in the service, who had less opportunity than himself to understand the situation, could not swerve him from the course he believed to be right.

In his earlier years he could have made up very easily as an Indian chief—thanks to the tall, sinewy frame, high cheek bones, straight hair and piercing eyes inherited from his Scotch ancestors. Time’s snow on his head only added to the impressiveness of his personality. He contributed constantly to religious periodicals and he published several books—among them “The Beasts of Ephesus” and “Sermons from a College Pulpit.”

Iowa College made him a doctor of divinity in 1884. He was a conspicuous figure at the Congregational Council in London, and again at the World’s Congress of Religions in Chicago six years ago. The moral and intellectual integrity of his nature was absolute. The vein of poetry in him was a spring welling out of the solid rock. From youth to white hairs he was manly, upright, sincere, a Christian gentleman, a staunchly loyal friend.

JONATHAN EDWARDS INGERSOLL.

Jonathan E. Ingersoll was born in Lee, Berkshire county, Massachusetts, November 16, 1827. His father soon removed his family to near Rochester, New York, where eight years of the judge's early education was obtained. In 1840 he was sent to college at Oberlin, spending five years in that institution, graduating in 1845. He taught school in the neighborhood of Rochester for two years, and at Conneaut, four years more. While so doing he studied medicine, both at Conneaut and Hudson. He was graduated from the Western Reserve Medical College in February, 1853. In the fall of that year, Mr. Ingersoll began studying law with Bolton & Kelley, and was admitted to the bar in October, 1855. In 1862, during the hottest of the war, word came North that Ohio soldiers were suffering from want of proper treatment in Memphis hospital. Dr. Ingersoll, as he was then, volunteered his services as physician, and was gladly accepted by Governor Brough, who gave him a special commission. He served with great credit during the siege of Petersburg, Va., in 1865.

Upon the resignation of Judge Williamson, in September, 1882, Governor Foster appointed Mr. Ingersoll to fill the unexpired term, in which capacity he served until relieved by the election of E. J. Blandin, in October of the following year. After vacating this position he associated himself with Messrs. Burke & Sanders, under the firm name of Burke, Ingersoll & Sanders, with which he was connected till Mr. Sanders was appointed judge. After that time Judge Ingersoll carried on the practice of law in connection with Judge Stevenson Burke, and his son, A. F. Ingersoll, under the firm name of Burke & Ingersoll, until his death, which occurred on the 11th of August, 1899, of apoplexy, at Roach River, Maine, where he had gone for his annual vacation. He arrived there on the Tuesday preceding and had his first stroke of apoplexy on that day, which was followed by the second and fatal stroke on Friday, the 11th.

For twenty-three years, from 1876 to the day of his death, he was a trustee of the college. His services as a member of the Board and of its important committees, were most valuable, and so appreciated by his colleagues. He was always on the side of progress in education, and threw his influence in favor of every move that would enlarge the usefulness of the college.

Judge Ingersoll, as a lawyer, was absolutely fearless and honest. When he had once made up his mind that a certain position was right he would never recede from it, no matter what the opposition might be. It mattered not to him how unpopular that position might be or how fiercely he might be assailed. He was always true to his convictions and absolutely fearless. At the same time, many a poor client can testify to the tenderness of heart and generosity which lay hidden beneath a sturdy exterior. He was a

champion of the down-trodden and oppressed, and much of his valuable time was occupied in the trial of cases for people who were too poor to compensate him for his services.

With all his numerous engagements as a practicing attorney, Judge Ingersoll found time for a thorough and comprehensive study of many branches of science and art. He was a broad-minded, all-round scholar, and many a specialist has had occasion to wonder at the extent of Judge Ingersoll's familiarity with his own specialty. The bar, not of Cuyahoga county alone, but of the whole State of Ohio, has suffered a great loss by his demise, but his example of fearless honesty and loyalty to his clients' interests will ever be a stimulus to that large portion of the members of the bar which believes that honesty and fidelity to clients are the first requisites for a practicing attorney.

ELIAB W. METCALF.

Eliab W. Metcalf was born in Royalston, Mass., April 18, 1827, of Puritan stock, his emigrant ancestor, Michael Metcalf, having fled from religious persecution in Yorkshire, England, and settled in Dedham, Mass., in 1637. For twenty years he was a merchant and vessel-owner in Bangor, Me., and after 1865, a resident of Elyria, O. He had few advantages of education in early life, aside from the influence of a well-educated Christian mother, of great force and beauty of character. His father died when he was three years old, and his boyhood was spent in poverty and hard work on a frontier farm in northern Maine.

He was married in 1853 to Miss E. Maria Ely, of East Hampton, Mass., lady principal of Williston Seminary, and she and five children survive him.

When the Civil War broke out he volunteered, but was rejected because of an injury to his foot, which made him unable to endure marching. But he went to the front five times at his own expense during the war, serving in hospitals and on the battlefield with the Christian Commission, and his head clerk became Colonel of the famous First Maine Heavy Artillery.

He dealt in timber lands in Pennsylvania, Southern Ohio, Michigan and Wisconsin, always examining and surveying the land himself before buying. He was an expert woodsman, and by his outdoor life regained his health which had become seriously impaired before leaving Maine.

Having lost a ship burned by an English-built privateer, he spent twelve winters in Washington advocating the theory, which he originated, that the forty-nine marine insurance companies, who claimed many millions of the Geneva Award, were entitled to nothing unless they could show actual loss above the war premiums received. It was a great legal and legislative battle in which he fought single-handed against some of the wealthiest cor-

porations and ablest attorneys in the United States. He won a complete victory; Congress finally adopted his theory, and he not only recovered full indemnity for himself and the other owners of his own ship, but also for many other owners and officers and seamen of merchant ships which had been similarly destroyed. This Washington experience brought him the acquaintance and friendship of many leading men in Congress. After Congress had established the Court of Alabama Claims, he, during the life of the Court, collected for other losers a large number of claims besides that for his own ship. His library contains an extensive collection of books and documents on the Treaty of Washington and the Geneva Award.

In the Supreme Court of the United States he carried to successful issue a suit concerning certain bonds issued by the City of Watertown, Wisconsin, and involving a new and important constitutional question. In the Supreme Court of Wisconsin he won a test suit, confirming his own title to a part of the "Marathon county lands," and thereby confirming also the title (without expense to them) of a large number of immigrants and others to the small farms on which they had settled.

He became a member of the Congregational church in Milo, Maine, when he was nine years old. During his twenty years in Bangor he was an active member of the Central Congregational church, and for thirty-three years in Elyria of the First Congregational church.

He was all his life a teacher in the Sunday School, and for many years both Mr. and Mrs. Metcalf spent Sunday afternoons teaching in various country Sunday schools in the vicinity of Elyria. He was deeply interested in the Y. M. C. A. movement, which grew out of the Christian Commission in which he had served during the war. Both in Maine and Ohio he was actively interested in temperance legislation and in the enforcement of temperance laws. He drafted the county local option bill, which under different names and in different forms has been before the Ohio legislature for several years, and is now advocated by the Ohio Anti-Saloon League, in whose support and management he has been earnest and untiring. His faith in the ultimate outlawing of the saloon never wavered. He always deeply regretted his own early lack of education, and became a well-informed and educated man by accurate observation of nature, by wide reading and the extensive knowledge of men and affairs which came through his business relations. He was an enthusiastic lover of natural sciences, with nature itself as his chief text book. He gave to his children every advantage of education at home and abroad, and assisted a large number of young men and women through a college course. He was a trustee of Oberlin College for nearly twenty years, and a most liberal contributor to the needs of the college. He stood for everything that Oberlin College stood for. He died of angina pectoris, November 24, 1899. He was everywhere recognized as one who was successful through a long and honorable business career,

always intelligently interested in educational and religious matters, and a generous supporter of all good causes. He regarded the possession of property as a sacred trust, involving duties and responsibilities not to be evaded; and his own business ability was directed by this belief. He was a noble example of the ministry of wealth, a man who lived quietly, without display, who benefited every cause and person with whom he was associated, and who went about doing good.

ALBERT H. JOHNSON.

Albert H. Johnson was the son of Isaac M. Johnson, a well-known former citizen and business man of Oberlin. He was born August 16, 1838, and had for many years been identified with business in Oberlin and Lorain county, besides having interests in Cleveland and in the South. He was killed in a lamentable disaster on Monday, December 4, 1899, on the Denver & Rio Grande Railway, near Salida, Colorado. For nearly forty years he had been connected with the churches of Oberlin and a devoted worker in the Sunday School. He was a deacon in the Second Congregational Church.

Mr. Johnson was first elected to membership on the Board of Trustees of Oberlin College in 1884. Fifteen years of his life, therefore, he has given to the service of the College in this capacity. As a resident of Oberlin, and widely identified also with business interests in different parts of the country, he has given freely of his time and effort to the furtherance of the financial welfare of the institution, and since its organization has been an efficient member of the Investment Committee. At the time of his death he was president of the Citizens National Bank of Oberlin, and of the Oberlin Gas and Electric Company, and also of the Arkansas Midland Railway Company.

Mr. Johnson was a devoted Christian. He was in most hearty sympathy with the ideals and spirit of Oberlin, and was earnestly desirous that the best of Oberlin's past should be conserved and perpetuated in a still better future. As in the gift of his time and personal energies, so was he generous also in the use of his resources for the benefit of the College, and in his loss the College loses one of its staunchest friends, and its officers a beloved and respected co-laborer.

WILFRED WESLEY CRESSY.

Wilfred Wesley Cressy was born in Brockport, Maine, July 8, 1867, the son of a clergyman. In his childhood the family removed to Iowa, where, after passing through the public schools, he entered Cornell College, but left the institution before graduation, and was occupied for three years as a

public school teacher in Minnesota. In 1890 he married Lillian Fitz, of St. Paul, and soon afterward entered Harvard University as a special student of the English language and literature. After two years' study at Harvard he was, in 1895, appointed and entered upon his work in Oberlin, as tutor in English. His work impressed itself with ever increasing force upon the scholarly life of the institution, and led to promotions so that at the time of his death he held the position of professor of English. In 1898 he was appointed Dean of the Faculty, a position of great difficulty, which he filled with unusual skill. The work of this office at that time was that of chief disciplinary officer of the college, and upon it fell naturally the principal friction of administering the college rules. This oft-times disagreeable task he performed with such tact and success as to win the hearts of all the students, while securing a strict enforcement of the rules. The student sentiment found expression, at the expiration of his first term of office, in one of the most numerous signed petitions ever presented to the Trustees, urging his reappointment. The fact deserves mention that Professor Cressy was in 1898 made chairman of the important committee to revise the rules of the College, and whose work resulted in the great modification of the rules and adaptation thereof to the changed conditions of the College.

Mrs. Cressy, who was exceedingly beloved by an intimate circle of friends, died in February, 1897. After that event Professor Cressy had lived in apartments with his sister, Miss Mildred Cressy, a teacher in the public schools, who is his only near surviving relative. He possessed that combination of intense mental activity with frailty of body which often presages early exhaustion. For the last three years of his life, at least, there was probably not a moment when he had the consciousness of health. But the lower ran the oil in the lamp the more lustrous and steady seemed the flame, until at last the reservoir was drained and the light quickly faded to extinction.

The loss which Oberlin College has sustained in the death of Professor Cressy cannot easily be estimated. He exhibited that unusual combination, an eager student, an inspiring teacher, and a practical man of affairs. The secret of his efficiency in lines apparently so divergent is to be found in his rare powers of concentration. The work in hand, whatever it might be, completely absorbed for the time being all the energy of his intensely vivid nature. He had a very clear head for administrative detail, and he delighted in the exercise of this faculty. Hence his work as dean of the college, as chairman of important committees, and as college visitor to secondary schools, was of the highest value to the institution.

Professor Dickinson has furnished the estimate of his work and character which follows, in which we heartily concur:

As a teacher he had in a very high degree the power of kindling an appreciation of the charms of literary expression and an enthusiasm for schol-

arship. He kept his classes at high tension. Anything vague in thought or unclear in statement seemed to offend his æsthetic sense, as well as his passion for precision for its own sake. He instilled a love for what is pure and noble in literature, while at the same time he justly laid unyielding stress upon the technic of language as the clue to genuine literary comprehension and as a means of mental discipline. His scholarship and preparation for his work as teacher were painstaking, exact and many-sided. His study was constantly becoming deeper and stronger; he was in every way a growing man—growing in knowledge, in the appreciation of the larger relations of literature to life, and in the power of self-expression.

With all Professor Cressy's strictness as a disciplinarian, impatience of negligence, and intolerance of evasion, he was yet able, without effort, to arouse and hold the devoted loyalty of the whole student body. He was magnanimous, generous and sympathetic; his nature was clean, wholesome, and invigorating; he spoke and acted as true man to true man. And the students returned his confidence.

With all Professor Cressy's robust, manly temper he possessed in a rare degree a certain quality which, in order to characterize it truly, and give it the highest praise, may be called in the more general sense womanly. For there was mingled with his genuine virility a strain so sensitive and finely tuned, a tactful sympathy so inerrant, a self-forgetfulness so complete, a courtesy so winning, a nature so spontaneously turned to purity, that he was able, all unconsciously, to incline men to gentleness and deference. This commingling of strength and delicacy gave his character much of that quality which Matthew Arnold calls "distinction." To those who had not the opportunity to enter into Professor Cressy's ideals, there may have seemed something in him which baffled ready comprehension; it could not be evident at once from what deep convictions, from what earnest, humane, fundamentally religious motives his sparkling, facile energies were drawn. But to those who allowed themselves for years to be worked upon by that strangely attractive spirit of his, love for a dear companion was merged in respect for a genuine man. And in all the trials of his later years his acts and impulses were moved by an unswerving sense of duty and honor.

The names of Strieby and Brand and Ingersoll and Metcalf and Johnson and Cressy are significant of the work of the College in all its periods. All were of Puritan inheritance, whether from the rugged brood of Scotland, the re-invigorated stock of Puritan New England, or from the softened and expanded strain of the newer and ampler New England of the Western reserve.

Dr. Strieby was one of the heroes of the strenuous beginning, and one of Oberlin's leaders in her work for human freedom. Dr. Brand was his worthy supporter in that work, joining with all of Oberlin's children in ideals, purposes and methods, and, though coming from afar, fighting and shedding his blood that freedom might prevail, and afterwards contributing an important part to our theological work, and to the cure of souls within our college home.

Mr. Metcalf was a noble exemplar of the ideal life amid the realities of affairs, and the devoted supporter of the temperance cause which has been a guiding principle in our college life. Judge Ingersoll and Albert Johnson are connected the work of the college closely with the best work of the community and the world, and have represented the mingled elements of caution and courage which have kept the institution in the path of safety, of progress, and of honor, with all men. Professor Cressy has fittingly represented the bright spirits consecrated to learning and truth, who in all ages are the flower of the intellectual life of the race, and the treasure of the schools.

And as the procession moves on, and their shadows pass before us, from the majestic Strieby to the bright, pure spirited Cressy, we realize that our lives and that of our institution have been made richer by their presence; that the work of the school and the Master have been advanced in greater and better measure because they lived and worked among us; that while we are made poorer by their death, still in the memory of their lives and work we have an everlasting possession.

MERRITT STARR,
HENRY M. TENNEY, } Committee.
FRANK S. FITCH,

June 4th, 1900.

The foregoing report was adopted by the Board of Trustees at the semi-annual meeting, June 25, 1900.

Five weeks after the adjournment of the June meeting of the Board of Trustees, word was received in Oberlin that General Cox was dead. While cruising with his son, J. D. Cox., Jr., along the Maine coast, he was taken suddenly ill. It was thought best to take him to Magnolia, Mass., where he died Saturday, August 4, 1900, after a severe illness of one week. The cause of his death was angina pectoris.

The funeral services were held in Cincinnati, Ohio, on Wednesday, August 8. He was buried quietly from the Church of Our Saviour, on Mt. Auburn, where he had long been an attendant, and his body was laid to rest in his family lot in Spring Grove Cemetery.

A memorial address in honor of General Cox was delivered by Mr. W. C. Cochran, of Cincinnati, before the faculty and students of Oberlin College February 22, 1901, in the College Chapel.

The Board of Trustees appointed General G. W. Shurtleff a committee to prepare a suitable memorial of General Cox. The report which follows was presented and adopted at the annual meeting, March 6, 1901.

JACOB DOLSON COX.

Jacob Dolson Cox was born in 1828. He entered the preparatory department of Oberlin College in 1846, and graduated from the College in 1851. From 1851 to 1866 he made his home in Warren, Ohio. He was admitted to the bar in 1852 and at once formed a co-partnership with Hon. John Hutchins. In the spring of 1861, Cox, Garfield, and Monroe were in the Ohio senate, a trio of young men who largely controlled state legislation and were destined to exert a marked influence upon their generation.

With the thought that there would be war with the south, Cox had, for several years, been studying tactics and the art of war, and reading carefully with maps, the history of the campaigns of great generals. He was appointed Brigadier General of Volunteers and was sent to the Kanawha valley, from which he drove the enemy, and by his wise administration brought most of those citizens, whose sympathies were with the south, to be content under the old flag. In August, 1862, he was, at his own request, sent with the Kanawha division to the eastern army, and commanded a corps at South Mountain and Antietam, and for bravery and efficiency in these battles was nominated Major General, but not confirmed by the senate, because under existing statutes there was no vacancy. He was ordered back to the Kanawha valley, which was again invaded by the enemy; and again he drove them out and for a year served in West Virginia and Ohio; he joined Sherman's forces in December, 1863, and had a leading part in those rapid and brilliant engagements that prepared the way for Sherman's march to the sea.—Dalton, Resaca, New Hope Church, Kolb's Farm, and Atlanta.

Returning to Tennessee, he was engaged in the battles of Franklin and Nashville, in the former of which he turned an apparent defeat into a victory, furnishing a striking example of the power of a great general over his army at the critical moment of a battle. Thomas and Schofield, his superiors in this action, again urged his immediate promotion. Schofield in his letter to the war department said: "He has merited promotion scores of times by skilful and heroic conduct in as many battles. He is one of the very best division commanders I have ever seen." Thomas, also urging promotion, said: "At the battle of Franklin he was eminently distinguished for personal courage as well as for the skilful management of his command." He received his promotion to Major General, was confirmed and sent with the Twenty-third army corps to North Carolina where he commanded in the successful battle of Kinston; and after Johnston's surrender, had charge of paroling and disbanding his army.

While still in the field he was unanimously nominated candidate of the republican party for governor of Ohio, and was elected in October, 1865. In 1869 Grant made him Secretary of the Interior with a distinct understanding that the department should be run on business principles. The spoils sys-

tem was then in its zenith, unchecked by legislation and intensified by carpet-baggers in Congress. General Grant found the pressure from politicians too strong to be resisted; and General Cox resigned, having given the department a clean and able administration for twenty months. His resignation aroused public sentiment and aided materially in securing reform legislation.

After retiring from the cabinet, he again entered upon the practice of law, and filled successively important positions—the presidency of the Wabash railroad, representative in Congress, the presidency of Cincinnati University and dean of the law school.

Few men have attained mastery over so wide a range of knowledge. He was a profound student of philosophy, history, economics and international law; was widely read in the whole field of the world's literature, art and architecture. In microscopy he was an authority of world-wide reputation, a member of the Royal Microscopical Society, and received a gold medal of honor at the Antwerp exhibition in 1891 for excellence in micro-photography.

These various attainments, coupled with native modesty and refinement, made association with him delightful and inspiring.

Though reticent as to his deeper personal experiences, his most intimate friends knew of his strong religious conviction. His loyalty to duty was as strong and unwavering as that of the Christian martyrs.

For a quarter of a century General Cox has been a member of this Board, giving time and thought to all hopeful measures for enlarging the resources of the college; keeping himself familiar with the changes in its curriculum and the elevation of its standards; bringing inspiration and hopefulness to its faculty, its trustees and its alumni by his large personality and his ardent affection for his alma mater.

This Board desires to record its deep sense of loss in the death of General Cox and at the same time its grateful recognition of divine goodness in giving the college for so many years a counsellor so wise and a friend so steadfast.

Special Reports.

Report of the Secretary of the Reunion of 1900.

To the President:—

SIR: During 1899 and 1900 a larger number of people considered how they might do something definite to advance the interests of Oberlin than at any other period in its history. Some offered good counsel. Many, estimated in number at from twenty-two hundred to twenty-five hundred former students and friends, revisited the College. Many contributed something in money. The prayers and kind wishes of thousands, the world around, bestowed good cheer for the present and hope for the future. The special event about which these efforts were centered was the Reunion of 1900.

The project of a Reunion at the closing of the century, with incidental contributions by classes to the College, was first proposed by Rev. C. J. Ryder, D.D., of the class of 1875. His classmates seconded the proposition. The Faculty and Trustees approved the plan, and the Prudential Committee appointed the following persons as a Committee on Reunion: James H. Fairchild, John Henry Barrows, Mrs. A. A. F. Johnston, J. R. Severance, Fenelon B. Rice, H. C. King, Charles J. Ryder, Sydney Strong, C. H. Kirshner, Mrs. H. S. Straight, and Howard H. Russell. This Committee first sent a circular letter to each living alumnus, asking an expression of opinion as to whether such reunion should be held. Over fourteen hundred favorable replies were promptly received, and the members of the committee were justified in going forward with the arrangements. The Committee on Reunion then secured the coöperation of a class representative from each class, who consented to act as a promoter of interest in the Reunion, and to aid in obtaining the pledges of financial support in all the classes of the corresponding year. These "Class Committeemen," as they were called, were of vital assistance in advancing the College interests. Their loyal aid would render any report incomplete which omitted a list of their names, which is as follows:

REUNION OF 1900.—LIST OF CLASS COMMITTEEMEN.

Class.

'38 Rev. J. H. Fairchild.
'39 Rev. Jno. M. Williams.
'42 Rev. E. B. Fairfield.

Class.

'43 Rev. Reuben Hatch.
'45 Rev. H. E. Woodcock.
'47 Rev. Thomas Holmes.

'48	Mrs. C. A. Beach.	'75	Rev. C. J. Ryder.
'50	Rev. W. B. Williams.	'76	E. K. Fairchild.
'51	Gen. Jacob D. Cox.	'77	Rev. Archibald Hadden.
'52	Mrs. Caroline A. Ripley.	'78	Irving W. Metcalf.
'53	A. K. Warren.	'79	Rev. J. R. Nichols.
'54	W. W. Woodruff.	'80	Mrs. E. J. Goodrich.
'55	Rev. T. E. Monroe.	'81	Rev. Sydney Strong.
'56	J. G. W. Cowles.	'82	Norman P. Willard.
'57	Mrs. Mary A. Millikan.	'83	Rev. Clarence F. Swift.
'58	Rev. J. H. Crum.	'84	Rev. C. A. Vincent.
'59	Mrs. Sarah C. Little.	'85	Prof. F. Anderegg.
'60	Mrs. P. C. Hayes.	'86	Rev. H. D. Sheldon.
'61	Prof. C. A. Kenaston.	'87	Rev. S. C. Dickinson.
'62	Prof. Geo. T. Fairchild.	'88	Mrs. Agnes F. Kirshner.
'63	Mrs. Frances A. Tenney.	'89	Dr. F. E. Leonard.
'64	Rev. C. N. Pond.	'90	Dr. Geo. C. Jameson.
'65	Mrs. Martha C. Kincaid.	'91	Seabury C. Mastick.
'66	Dr. D. R. Burrell.	'92	Mrs. Agnes Warner Mastick.
'67	Rev. John G. Fraser.	'93	Dr. Chas. H. Browning.
'68	James R. Severance.	'94	Geo. M. Jones.
'69	Wm. C. Cochran.	'95	S. D. Callender.
'70	Dr. J. F. Baldwin.	'96	Walter A. Wood.
'71	Miss Alice Cole.	'97	V. O. Johnston.
'72	Prof. L. B. Hall.	'98	Lucien T. Warner.
'73	Mrs. Mary Nettleton Ball.	'99	B. B. Williams.
'74	Prof. A. T. Swing.		

The Committee on Reunion sent out to the constituency of the College, during several months preceding the gathering, large quantities of printed matter, to rekindle interest in the College, and stimulate a desire for both attendance and gifts at the coming Reunion. This printed matter included a large number of copies of the "Chapel Address" of President Barrows, with reference to the Reunion; the address of Dr. Pearsons on the pleasures of giving, especially to colleges; and circulars showing the usefulness and needs of Oberlin as a college enterprise. The publishers of the Oberlin Review heartily coöperated with the plans of the committee, and a special Reunion number of the College weekly was prepared each month and sent broadcast. At all the Alumni Association meetings during the year the Reunion was emphasized upon the program. No one was left without repeated reminders and ample information. Meanwhile, in various ways the class committeemen were independently stimulating their classmates. By vigorous correspondence and by personal interview, so far as possible, attendance and coöperation were urged upon one another. A printed invitation from

the College, a general class letter, and a blank for reporting decision as to attendance and gift, were furnished in quantities to each class committeeman. These were faithfully mailed to the members of the class, and were usually accompanied by another personal letter.

In preparation for the Reunion, local committees were appointed: Finance and Buildings, of which Prof. A. S. Root was chairman; Program and Invitation, President Barrows, chairman; Decorations, Prof. F. O. Grover, chairman; Entertainment, Prof. F. Anderegg, chairman; Transportation, A. G. Comings, chairman; General Information and Newspapers, Prof. T. N. Carver, chairman; and Town Improvement, Mayor Fauver, chairman. These local committees did most faithful work preparatory to and during the Reunion, and contributed essentially to the comfort of the occasion. An important element of success in securing attendance at the Reunion was the liberal rate of transportation given by the railways. The efforts of Messrs. Comings, Bedortha and Steele of the Transportation Committee were rewarded by obtaining a reduction upon all the important railway lines. The Central Passenger Association made a rate of one fare for the round trip. The Trunk Line, the Western, the South-Eastern, the South-Western and the New England Passenger Associations, all made a rate of one and one-third fare for the round trip. A circular announcing these rates and giving full instructions was mailed to the entire Alumni constituency. The general agent representing the railways during the Reunion expressed the judgment that the attendance had fully justified the railways in making the concessions.

In the matter of contributions by classes toward the support of the College, it was agreed that all subscriptions should be made prior to the Reunion, and that the exercises of that occasion should be unembarrassed by any appeal for funds. This proposition was conformed to, and it may reasonably be anticipated there will be little if any shrinkage upon the pledges, since they were made deliberately, most of them long before the Reunion. It is to be remarked that most of the gifts at the Reunion came from those who have never hitherto contributed anything toward the support of the College.

The total amount of Alumni subscriptions was \$82,791, of which \$18,170¹ was designated for the Johnston Professorship, \$3,430 for deficit and current expenses, and various amounts for class scholarships and other specific objects. The entire amount subscribed, except that devoted to deficit, and other immediate uses, is added to the permanent funds of the College, and only the income from it will be used. The subscriptions were made payable at various dates within five years, most of them within three years. Of the total amount subscribed, \$39,288.58 had been paid in on February 1.

¹This includes some gifts to the Johnston Professorship promised before the beginning of the Reunion Endowment movement.

A detailed statement of the subscriptions by classes follows:

REUNION ENDOWMENT FUND.—STATEMENT OF SUBSCRIPTIONS BY CLASSES.

Class	No. in Class	No. of Subscribers	Amount Subscribed	Class	No. in Class	No. of Subscribers	Amount Subscribed
'38	3	1	\$ 200 00	'71	32	2	550 00
'39	5	1	25 00	'72	52	18	862 00
'40	3	0	.....	'73	56	7	1,175 00
'41	6	1	500 00	'74	45	13	521 00
'42	4	0	.....	'75	54	26	13,724 00
'43	8	5	1,565 00	'76	49	15	1,040 00
'44	9	0	.....	'77	51	15	770 00
'45	10	2	104 00	'78	57	21	10,100 00
'46	9	2	75 00	'79	54	16	1,278 45
'47	19	8	345 00	'80	54	16	585 00
'48	6	1	10 00	'81	49	5	525 25
'49	13	1	5 00	'82	60	12	2,327 00
'50	16	3	250 00	'83	59	9	4,200 00
'51	13	5	560 00	'84	84	20	1,077 00
'52	8	0	.....	'85	67	18	2,635 00
'53	13	0	.....	'86	66	20	630 00
'54	11	2	35 00	'87	77	13	515 00
'55	12	1	25 00	'88	83	14	1,445 00
'56	18	4	1,050 00	'89	100	27	3,760 00
'57	24	5	755 00	'90	109	28	2,221 00
'58	27	11	1,025 00	'91	94	31	845 00
'59	32	11	1,423 00	'92	86	33	599 50
'60	36	3	75 41	'93	112	33	1,275 50
'61	43	2	1,200 00	'94	123	32	1,260 00
'62	41	12	930 00	'95	61	8	190 00
'63	30	14	560 00	'96	96	22	430 00
'64	23	5	380 00	'97	119	57	897 00
'65	48	23	1,130 00	'98	107	81	1,000 00
'66	30	9	270 00	'99	117	61	741 00
'67	38	9	2,000 00				*1010 00
'68	34	9	550 00				
'69	19	14	1,055 00		2837	851	82,791 11
'70	53	14	8,500 00				

*Miscellaneous.

In the preceding table, in the column marked "Number in Class," are included all graduates from all departments of the Institution.

A summary of the disposition made by the donors of their various gifts is as follows:

CLASSIFICATION OF GIFTS.

I. Gifts for Endowment—cash and pledges—		
General Endowment—no special uses designated	\$53,946 11	
Endowment of Johnston Professorship.....	18,170 00	
Library Endowment.....	200 00	
		<hr/> \$72,316 11
II. Gifts for Scholarships—		
Scholarship of the Class of 1858	\$1,025 00	
" " " 1869	1,055 00	
Henry N. Castle Scholarship.....	1,000 00	
Julia Clark Davis Scholarship	1,000 00	
Scholarship of the Class of 1898	1,000 00	
Seminary Loan Fund.....	250 00	
		<hr/> 5,330 00
III. Gift to increase an Annuity Fund.....		200 00
IV. Gifts for immediate uses—		
To meet deficits of 1897-1900.....	\$3,430 00	
Sundry purposes not included in the above.	1,515 00	
		<hr/> 4,945 00
		<hr/> \$82,791 11

One of the best permanent results of the reunion was the organization of the Living Endowment Union, to the support of which several hundred of the alumni had already pledged themselves in a general way. The plans of that organization will be embodied in a report from its Executive Board. Your Committee on Reunion is indebted to Mr. L. D. Harkness, the Assistant Secretary of the Living Endowment Union, for making the tabulations and classification of the subscriptions given at the reunion, contained in this report.

Respectfully submitted,

HOWARD H. RUSSELL,
For the Committee on Reunion.

Report of the Living Endowment Union.

To the President:—

SIR: The Oberlin College Living Endowment Union was organized by the Alumni during the Reunion of 1900.

It aims to become a permanent means of communication between the College and its widely scattered Alumni and former students and friends, and to furnish an opportunity for annual gifts to the College from those who can give only small amounts as well as those who can give largely.

The Union is under the immediate direction of an Executive Board, elected by the Alumni, but responsible to the Prudential Committee, and all moneys are payable directly to the College Treasurer.

The members of the board for the first year are Homer H. Johnson, '85, chairman, Irving W. Metcalf, '78, secretary, Mrs. Sarah Cowles Little, '59, George C. Jameson, '90, and Willard L. Long, '99. They serve without compensation.

The Board has held two meetings. On its recommendation the Prudential Committee engaged Mr. L. D. Harkness as assistant secretary, and he has devoted his entire time to the work since early in November, 1900, counseling frequently with the members of the Executive Board and with the College authorities. Several weeks were occupied in classifying the subscriptions to the Alumni Reunion Endowment Fund, and collecting installments already due. A daily corrected address list of Alumni by classes is kept by the assistant secretary, and a card catalogue of all subscriptions with payments.

The Constitution of the Union and full explanation of its object and plan, together with membership agreement blanks and a personal letter, have been mailed to every graduate of Oberlin. The first pledges will be due at Commencement time in 1901, when a full report will be made showing membership and gifts by classes.

The Union was endorsed with enthusiasm by more than a thousand of the Alumni in connection with the Reunion correspondence. It was not thought best that its active work should begin until after the opening of the college year following the Reunion. It is confidently believed that the Union will become of increasing and permanent value, promoting a closer relationship of all the Alumni and former students with the College and with one another, and constituting a peculiarly attractive channel through which their loyalty and affection for the College may find expression in annual gifts and frequent correspondence.

In behalf of the Executive Board,

IRVING W. METCALF, Secretary.

Reports of Officers.

Report of the Secretary.

To the President:—

SIR: In my report one year ago I outlined my views as to the most essential work to be done in my new position as College Secretary, and the best methods of handling the correspondence which naturally comes into the Secretary's office. The experience of the additional year has confirmed my feeling of the prime importance of giving prompt attention to the requests for catalogues and other information, and not only of sending the printed material without delay, but of writing personal letters and following up the inquiries under some effective arrangement. Only within the last month have I been able to work out a satisfactory system for filing the letters and cards of inquiry. These are now filed temporarily in such a way that "follow up" letters are always written before the original inquiries are put away in the permanent filing case, while at the same time during the period of temporary filing any inquiry can easily be found without loss of time. This may seem to be a matter of mere office arrangement, but it is essential to the successful handling of the correspondence. During the three weeks from January 23d to February 13th, the requests for catalogues aggregated 148, in addition to many letters from those to whom catalogues had already been sent who wrote making further inquiries.

The locality index in the quinquennial catalogue is of great service in the efforts to enlist the coöperation of alumni towards influencing young men and women to reach decisions favorable to Oberlin. I now send letters to alumni concerning those who have written to me for catalogues, and in my letters to the alumni urge that in each case the inquirer be visited and made to feel that he is really *wanted* in Oberlin. I estimate that two out of three of the catalogue requests are well worth following up.

The young men and women actually enrolled as students in Oberlin College are interested in the work of securing new students, and this interest ought to be and can be greatly increased. In every case where I have asked a student to come into my office and have shown to him an inquiry from some one located at his home, the response has been very satisfactory. The student has gladly and willingly written personal letters, and has sup-

plied such private information as has made my letters more effective. In December, a week or ten days before the close of the Fall Term, circular letters were sent to about 300 students in Oberlin, asking that when at their homes during the Christmas vacation they should get lists of the graduating classes in the high schools and academies, and that after returning to Oberlin they should hand these lists to me with such personal markings as would aid in presenting the attractions of Oberlin. The results have been exceedingly valuable. I have already more than 1100 names of the most promising of the students of the high schools, not only of Ohio, but also of many of the other states from which Oberlin draws its students, and each day new names are handed to me by these students. We might possibly have been able to get these names in other ways, but not the student interest which has been aroused; and in my judgment this student interest is full of significance and promise. I suggest that many of the College Alumni to whom this report will be sent, could render a like valuable service by securing such lists and marking them for our use.

The other work done by me is as chairman of the following committees of the Faculty,—on Admission, on Outside Representation and Newspaper Correspondence, on Beneficiary Aid to College Men,—and as Secretary of the Prudential Committee. The demands made upon my time by these committee duties and by the regular office correspondence are so great that I have not been able to satisfy myself even approximately in the new work. The entire time of an additional clerk is needed for my office, and I hope that the financial situation of the College will soon permit the granting of such assistance.

I take pleasure in reporting that during the year I have been able to make a careful index of Volume II of the Trustee Records, covering the period from 1878 to the present time. A beginning has also been made upon a like index for Volume I for the period from the founding of the College down to 1878. The reading of the official records has given me an insight into the real life and history of Oberlin not to be obtained in any other way; and I have looked upon the labors of the indexing not as drudgery, though there was much drudgery involved, but rather as a special privilege which I was permitted to enjoy. While thus engaged, I made transcripts of such actions as have seemed to me to define the duties and powers of the Prudential Committee, officers, and teachers, and to exhibit the relations which exist between the various departments of the institution. This work, looking towards the compiling and arranging of these enactments of the Board of Trustees, has been undertaken primarily for my own convenience as Secretary. It may be found desirable, when my work has been completed, to put these laws, by-laws, and enactments into print, together with the charter of the College and other papers of value, thus enabling trustees, officers, and teachers to carry on their work with the aid of a printed code of

rules. I believe the trustees took preliminary steps in this direction three or four years ago by appointing a committee to take charge of codifying the laws, by-laws, and resolutions governing the action of the Board of Trustees and the management of the College, and it is possible that something can be done soon to carry out this vote.

BULLETINS OF OBERLIN COLLEGE.

About one year ago it seemed wise to publish the catalogues and announcements of the College and its several departments as "Bulletins," to be issued at stated intervals, not less than six in number each college year. By complying with these conditions, the Bulletins are sent through the mails as second-class matter. The saving in postage during the year has amounted to not less than \$570.00.

The scheme for these publications each year is as follows: during the Fall Term two bulletins are to be issued, one of which shall be the catalogue of the Conservatory of Music, the other undesignated; during the Winter Term two bulletins, one of which shall be a special circular of the Academy, and the other the Annual Reports to the Trustees; during the Spring Term two bulletins, one of which shall be the general catalogue of all departments, and the other an announcement of changes in alumni addresses, intended as a supplement for the Quinquennial catalogue. Under this scheme there is a place for an extra bulletin during the Fall Term. This year, as the extra, there was issued an Announcement of Courses in the College and Academy departments, containing also general information concerning the entire institution. The necessity for such a publication arose from the exhaustion of the supply of general catalogues.

This issuing of catalogues and announcements as bulletins is in keeping with the practice of some eastern colleges and universities, and of many institutions in the central and western portions of the United States.

OFFICERS AND TEACHERS.

The officers of instruction and government for the college year 1900-01 are as follows:

Professors	32
Emeritus Professors.....	2
Associate Professors.....	4
Instructors	15
Tutors, Teachers, and Laboratory assistants.....	17
Librarians and Library assistants.....	6
Gymnasium directors and assistants.....	6
Administrative officers and clerks.....	11
Total.....	93

This list does not include non-resident lecturers.

ENROLLMENT, 1899-1900.

The enrollment for the College year 1899-1900, as published in the annual catalogue last May, reached a total of 1323. In this total were counted all students who had been in attendance at any time during the year. In the Summer School of 1899, 40 were enrolled whose names were not found elsewhere in the year's enrollment, and they were included in the above number. The following table shows the number of students in each department:

	Men	Women	Total
College.....	190	227	417
Seminary.....	38	2	40
Academy.....	198	139	337
Conservatory.....	74	382	456
Art.....	8	19	27
Summer School.....	16	24	40
Physical Training.....	0	6	6
	<hr/> 524	<hr/> 799	<hr/> 1323

Of these, 1288 came from 42 states and territories of the United States, while 35 came from foreign countries. The state of Ohio furnished 659 students, slightly less than 50% of the whole number. The other states which sent the largest number of students were as follows: Illinois 101, New York 78, Iowa 68, Pennsylvania 61, Michigan 54, and Indiana 40. The total showed a gain of about 75 over the year 1898-99.

STUDENTS ENROLLED AS CANDIDATES FOR DEGREES.—COLLEGE DEPARTMENT, 1899-1900.

The number of students enrolled as candidates for the three degrees, A.B., Ph.B., and S.B., arranged by classes, is shown by the following table:

	A. B.		Ph. B.		S. B.		Total
	Men	Women	Men	Women	Men	Women	
Seniors.....	30	23	7	15	3	2	80
Juniors.....	18	19	6	16	1	2	62
Sophomores.....	27	33	5	19	1	0	85
Freshmen.....	55	31	8	40	12	5	151
	<hr/> 130	<hr/> 106	<hr/> 26	<hr/> 90	<hr/> 17	<hr/> 9	<hr/> 378
	<hr/> 236		<hr/> 116		<hr/> 26		

The table includes those students enrolled in the four regular courses. There were additional students enrolled as post-graduates and College specials, and to make the figures for the College department complete, I add the following summary:

COLLEGE DEPARTMENT.

	Men	Women	Total
Total number of candidates for degrees.	173	205	378
Post-graduates	3	6	9
Special students of the rank of Freshmen or higher	14	16	30
	<u>190</u>	<u>227</u>	<u>417</u>

DEGREES CONFERRED IN 1900.

The Trustees conferred degrees as follows:

<i>In Course.</i>			
	Men	Women	Total
A.M.	3	1	4
A.B.	32	22	54
Ph.B.	6	18	24
S.B.	3	2	5
D.B.	7	0	7
	<u>51</u>	<u>43</u>	<u>94</u>

Honorary.

LL.D.	4
D.D.	2
A.M.	3
L.B.	1
	<u>10</u>

In addition to the preceding, there were granted 6 diplomas to the graduates of the Conservatory of Music, 6 diplomas to the graduates of the Normal Course in Physical Training for Women, 4 certificates to the graduates of the English Course in the Theological Seminary, and 2 certificates to the graduates of the Slavic Course in the Theological Seminary. The aggregate of degrees, diplomas, and certificates was 122.

NUMBER OF MEN IN OBERLIN.

The relative number of men in the entire institution has remained about the same for three years.

	Number of Men	ENTIRE INSTITUTION Total Enrollment	Percentage
For entire year 1898-99.....	477	1208	39 ⁴⁸ / ₁₀₀ %
" " " 1899-1900.....	524	1323	39 ⁶¹ / ₁₀₀ %
*For two terms of 1900-01.....	496	1267	39 ¹⁸ / ₁₀₀ %

In the College Department, however, the relative number of men seems to be increasing.

	Number of Men	COLLEGE DEPARTMENT Total Enrollment	Percentage
For entire year 1898-99.....	179	419	42 ⁷² / ₁₀₀ %
" " " 1899-1900	190	417	45 ⁵⁸ / ₁₀₀ %
*For two terms of 1900-01.....	197	425	46 ³⁸ / ₁₀₀ %

* The table showing these items will be found on page 79.

RELATIVE NUMBER OF COLORED STUDENTS IN OBERLIN.

The following table was prepared with care at the request of the National Bureau of Education, Washington, D. C. It answers the question frequently asked as to the relative number of white and colored students in Oberlin.

	NUMBER OF STUDENTS					
	White		Colored		Total	
	Men	Women	Men	Women	Men	Women
College.....	181	223	9	4	190	227
Seminary.....	37	2	1	0	38	2
Academy.....	188	133	10	6	198	139
Conservatory	71	378	3	4	74	382
Art.....	6	18	2	1	8	19
Physical Training.....	0	6	0	0	0	6
*Summer School, 1899.....	16	24	0	0	16	24
	499	784	25	15	524	799

From this it will be seen that the colored students comprised 40 out of 1323, or 3.02% of the total enrollment of last year. This percentage is smaller than during the early years of the College history. In President Fairchild's report issued in April, 1880, the following statement appears,—“In the last catalogue (1879–80) the proportion of colored students is 5½ per cent. This is exactly the ratio for the decade preceding the war. For the decade following the Civil War it was about 8 per cent.” The diminishing ratio of recent years is probably accounted for by the gradual opening of all schools to colored students. Colored students find it possible to attend good colleges and universities to-day, where in former years it would not have been possible to matriculate,—schools nearer the students' homes, by attending which a considerable saving of money is effected. Oberlin rejoices in the increasing educational opportunities open to colored students of this country, and takes just pride in looking back upon the contributions which Oberlin College has been able to make to this great work.

ENROLLMENT, 1900-01.

The enrollment for the Fall Term, 1900, was 1,129, whereas that for the corresponding term a year ago was 1,102, a net gain of 27.

	FALL TERM.	
	1899-1900	1901-02
College.....	†403	421
Seminary.....	32	43
Academy.....	289	285
Conservatory	{ 378 }	353
Art		27
	1102	1129

* In the Summer School figures are included only those students whose names do not appear elsewhere during the year.

†Including 6 in the Physical Training Course.

The figures for the Winter Term show a net gain of 86:

	WINTER TERM.	
	1899-1900	1900-01
College.....	397	404
Seminary.....	38	41
Academy.....	277	283
Conservatory	365	394
Art.....		31
	1067	1153

The enrollment for the Winter Term shows the following gains and losses as compared to that of the Fall Term:

	GAINS.				LOSSES.		
	Men	Women	Total		Men	Women	Total
College.....	2	2	4	College.....	10	11	21
Seminary.....	2	0	2	Seminary.....	4	0	4
Academy.....	22	9	31	Academy.....	21	12	33
Conservatory ..	22	73	95	Conservatory ..	12	42	54
Art.....	1	5	6	Art.....	0	2	2
	49	89	138		47	77	114

The net *gain* in passing from Fall Term to Winter Term is seen to be 24, as compared to a net *loss* in the corresponding figures last year of 25. The gains for this year are more strikingly presented in the following table:

	1899-1900	1900-01	Gain
Fall Term	1102	1129	27
Winter Term.....	1067	1153	86

The enrollment in the Spring Term is always considerably smaller than in either of the other terms, the figures for last spring being 1020.

TWO-TERM ENROLLMENT.

By adding the 138 new students who enrolled for the Winter Term to the figures for the Fall Term, we have 1267 as the total enrollment for the two terms of the present college year. This is divided as follows:

	Men	Women	Total
College.....	197	228	425
Seminary.....	44	1	45
Academy.....	178	138	316
Conservatory	73	375	448
Art	4	29	33
	496	771	1267

The corresponding figures for last year showed a "two-term" enrollment of 484 men and 732 women, a total of 1216. The complete enrollment figures for the present year, including about 40 from the Summer School of 900, will not fall below 1350.

*Including 6 in the Physical Training Course.

THE COLLEGE DEPARTMENT.—ENROLLMENT, FALL TERM, 1900.

In the College Department in the Fall Term, 1900, there were enrolled 421 students as follows:

	Men	Women	Total
Post-Graduates.....	2	3	5
Seniors.....	27	40	67
Juniors.....	38	45	83
Sophomores.....	42	55	97
Freshmen.....	75	67	142
Specials.....	11	16	27
	<hr/> 195	<hr/> 226	<hr/> 421

The following table will show the number of students who had matriculated in former years, as well as those who entered the College Department for the first time:

	Men	Women	Total	Percent of whole Number
In College Department last year.....	99	138	237	56.3
In Conservatory Department last year.....	0	2	2	.5
In College Department in former years.....	7	7	14	3.3
In Academy Department last year.....	43	30	73	17.3
In Academy Department in former years.....	1	2	3	.7
New students, never enrolled before in Oberlin...	45	47	92	21.9
	<hr/> 195	<hr/> 226	<hr/> 421	<hr/> 100.0

From the preceding table it will be seen that 168 students, comprising about 40% of the total number, are new students in the College Department this year. Of these, 18 were admitted to advanced standing, and 150 to standing as Freshmen and College Specials. Of the 168 new students, there were 89 men and 79 women.

STUDENTS ADMITTED TO ADVANCED STANDING.

	Men	Women	Total
As Post Graduates.....	1	0	1
As Seniors.....	1	2	3
As Juniors.....	7	1	8
As Sophomores.....	1	5	6
	<hr/> 10	<hr/> 8	<hr/> 18

The institutions from which these students came were as follows:

Berea College.....	1
Chicago University.....	2
Doshisha University, Japan.....	2
Emporia College.....	1
Illinois College.....	1
Indiana University.....	1
Knox College.....	1

*Oberlin Academy.....	3
Ohio State University.....	1
Otterbein University.....	1
Smith College	1
Southern Collegiate Institute.....	1
The Western.	1
Tri-State Normal College.....	1
	<hr/>
	18

MITTED TO STANDING AS FRESHMEN AND COLLEGE SPECIALS.

s of interest to make an examination as to where the new Fresh-
d College Specials (these Specials all having the rank of Freshmen
er) received their preparation for college. Of these there were 75
different high schools, academies, seminaries, colleges and univer-
nd exactly the same number (75) from Oberlin Academy. The
sending more than one representative were as follows:

Oak Park High School, Illinois.....	5
Auburn High School, Indiana	2
Churchville High School, New York.....	2
Crookston High School, Minnesota.....	2
Geneva High School, Ohio.....	2
Lansingburg Academy, New York.....	2
Mansfield High School, Ohio.....	2
New Lyme Institute, Ohio	2
Ottawa High School, Illinois.....	2
St. Joseph High School, Michigan.....	2
Wellington High School, Ohio.....	2
	<hr/>
	25

s fifty following schools were represented by one student each:

Ashtabula High School, Ohio.
Austin High School, Illinois.
Berea College, Kentucky.
Berwyn High School, Illinois.
Bradford Seminary, Massachusetts.
Brewster Academy, Massachusetts.
Buchtel Academy, Ohio.
Cadillac High School, Michigan.
Canton High School, Ohio.
Chenoa High School, Illinois.
Cincinnati (Woodward) High School, Ohio.
Clayville High School, New York.
College of Montana, Montana.
Columbus High School, Ohio.
Columbus Normal School, Ohio.

oe students were classed in the Academy Department last year and made up enough
ecure rank as Sophomores.

Denmark Acadmey, Iowa.
 Ferry Hall Academy, Illinois.
 Galibn High School, Ohio.
 Gettsyburg College, Pennsylvania.
 Grand Prairie Seminary, Illinois.
 Hobart College, New York.
 Kansas City High School, Missouri.
 Kenton High School, Ohio.
 Kirkwood Academy, Missouri.
 Lisbon High School, New Hampshire.
 Livonia High School, New York.
 Lorain High School, Ohio.
 Madison High School, Maine.
 Manistee High School, Michigan.
 Marysville High School, Ohio.
 Medina High School, Ohio.
 Mendota High School, Illinois.
 Morenci High School, Michigan.
 Mount Holyoke College, Massachusetts.
 Mount Vernon High School, Ohio.
 New York State Normal School, New York.
 Northwestern Academy, Illinois.
 Ohio Normal University, Ohio.
 Providence High School, Rhode Island.
 Ravenna High School, Ohio.
 Sandusky High School, Ohio.
 Spencer High School, Iowa.
 University of Missouri, Missouri.
 University of Nebraska, Nebraska.
 Ware High School, Massachusetts.
 Watertown High School, South Dakota.
 Wellesley College, Massachusetts.
 Western Reserve College for Women, Ohio.
 Worcester High School, Massachusetts.
 Ypsilanti Normal College, Michigan.

Of the 75 students who entered the College Department through Oberlin Academy, 39 spent only one year in the Academy, and the training in Oberlin Academy represents accordingly only a portion of their college preparation. Thirty-six were enrolled in the Academy department for more than one year, and in a true sense Oberlin Academy may be considered responsible for their entire preparation. The high schools, academies and other institutions represented by the 39 students above mentioned were twenty-eight in number, as follows:

Oberlin High School, Ohio.....	9
New Lyme Institute, Ohio.....	3
Chicago High Schools, Illinois.....	2
Akron High School, Ohio.....	1
Angola High School, Indiana.....	1
Antwerp High School, Ohio.....	1
Aurora High School, Illinois.....	1
Bryan High School, Ohio.....	1

Buffalo Seminary, New York.....	I
Chagrin Falls High School, Ohio.....	I
Cortland State Normal School, New York.....	I
Henry High School, Illinois.....	I
Kenosha High School, Wisconsin.....	I
Leetonia High School, Ohio.....	I
Madison High School, Ohio.....	I
Marsovan College, Turkey.....	I
Monroeville High School, Ohio.....	I
Monticello High School, Iowa.....	I
Morrison High School, Illinois.....	I
Norwalk High School, Ohio.....	I
Olivet Academy, Michigan.....	I
Pillsbury Academy, Minnesota.....	I
Ten Broeck Academy, New York.....	I
Traer High School, Iowa.....	I
Van Wert High School, Ohio.....	I
Wadsworth High School, Ohio.....	I
Waterloo High School, Iowa.....	I
Webster High School, South Dakota.....	I

GROWTH OF THE FRESHMAN CLASSES.

In this connection may be noted the encouraging growth of the Freshman class during each of the last two years:

	1897-98	1898-99	1899-1900	1900-1901
Fall Term.....	126	118	127	142
Winter Term.....	116	113	122	135

I do not feel that it is at all unreasonable to estimate that the Freshman class next fall should reach a total of 160. The drawing power of the new Gymnasium and Severance Chemical Laboratory will be strongly felt by high school students; the changes in entrance requirements and the simplifications of the regulations governing students, increase the attractiveness of Oberlin as a college home. I feel that the work which I have done during the last eighteen months, especially in the following up of inquiries and the sending out of increased numbers of catalogues and pamphlets, ought to result in some additions to the number of new students next September. It is to be taken into consideration, however, the fact that the students graduated in the Senior class in the Academy this year are less in number than last year, the figures being 98 for the Winter Term, 1901, as compared with 117 for the Winter Term, 1900. Any increase in next fall's Freshman class must be gained by attracting larger numbers of the graduates of other colleges and high schools.

ALUMNI RECORDS.

At intervals of five years the College publishes a catalogue of the graduates. The last Quinquennial catalogue was issued in April, 1900, with Professor A. S. Root as editor. A new and exceedingly valuable feature of the

catalogue was a locality index. The general summary of alumni and graduates which was printed in the Quinquennial is as follows:

College.

CLASSICAL COURSE—		TOTAL	DECEASED		TOTAL
Men.....	1337	} 1700	Men.....	320	} 369
Women.....	363		Women.....	49	
PHILOSOPHICAL COURSE—					
Men.....	100	} 264	Men.....	5	} 9
Women.....	164		Women.....	4	
SCIENTIFIC COURSE—					
Men.....	22	} 25	Men.....		}
Women.....	3		Women.....		
LITERARY COURSE—					
Men.....	4	} 963	Men.....		}
Women.....	959		Women.....	218	
<i>Total College—</i>					
Men.....	1463	} 2952	Men.....	325	} 596
Women.....	1489		Women.....	271	

Theological Seminary.

CLASSICAL COURSE—						
	Men.....	569	} 572	Men.....	182	} 182
	Women.....	3		Women.....		
ENGLISH COURSE—						
	Men.....	64	} 65	Men.....	1	} 1
	Women.....	1		Women.....		
SLAVIC COURSE—						
	Men.....	14	} 14	Men.....	1	} 1
	Women.....			Women.....		
<i>Total Seminary—</i>						
	Men.....	647	} 651	Men.....	184	} 184
	Women.....	4		Women.....		

Conservatory.

Men.....	33	} 129	Men.....		}
Women.....	96		Women.....	3	

Normal Course in Physical Training for Women.

Women.....	23	} 23	Women.....	1	} 1

Honorary.

Men.....	38	} 47	Men.....	11	} 13
Women.....	9		Women.....	2	

² <i>Grand Total—</i>					
Men.....	1933	} 3553	Men.....	432	} 709
Women.....	1620		Women.....	277	

The totals above do not include the degrees granted in 1900, a list of which I have included in this report on page 77. About 30% of the alumni of Oberlin live in the state of Ohio.

¹ Including graduates of other colleges who have received advanced degrees.
² Deducting for those graduating from more than one department.

STATISTICS OF INSTRUCTION, YEAR 1899-1900.

Details of the statistics of the various courses offered in the Departments and Arts in Oberlin College during the year 1899-1900 related and prepared for printing in accordance with the vote of the Board of Trustees of November 27, 1900. But in view of the fact that a change to a semester plan will take away much of the value of the statistics, it seems wise to show in this report only the department statistics as follows:

Departments	Total Classes or Sections Number of Teaching hours		Students					Total	Total Instruc- tion Units
			Men		Women				
			Required	Elective	Required	Elective			
Classics	21	75	199	70	188	26	483	1756	
.....	11	51	7	54	5	12	78	375	
History	6	18	0	31	0	27	58	174	
.....	6	30	32	28	41	8	109	545	
Geometry	1	5	0	12	0	3	15	75	
.....	2	5	6	5	4	22	37	185	
.....	11	50	14	12	9	48	83	390	
.....	6	22	5	41	4	66	116	436	
.....	2	10	7	10	4	10	31	155	
Physiology and Hygiene	4	17	0	29	0	76	105	408	
.....	11	33	119	26	87	89	321	1058	
Archæology	4	11	0	56	0	113	169	485	
.....	17	57	145	28	187	80	440	1516	
.....	24	48	58	76	177	173	484	1094	
.....	1	5	0	3	0	2	5	25	
.....	21	50	116	34	148	171	469	1187	
.....	11	39	164	61	195	140	560	1766	
.....	8	21	0	137	0	27	164	443	
History and Pedagogy	15	58	70	80	91	85	326	1468	
Theology	4	8	178	6	217	0	401	883	
.....	8	21	0	158	0	44	202	626	
.....	3	6	0	80	0	58	138	276	
Science	3	9	0	76	0	21	97	291	
.....	13	44	0	125	0	164	289	880	
Total	213	693	1120	1238	1357	1465	5180	16497	

Information furnished as to the number of students in the classes furnish a sufficiently accurate exhibit of the amount of instruction in the various departments. For example, a student electing two two-semester courses in English appears twice in the total, whereas a student electing a one-semester course in Philosophy appears but once, though the actual instruction furnished in the latter course exceeds that in the other two. It is necessary to reduce all courses to common units, which, in lieu of a

better name, I have called "instruction units." An "instruction unit," as here used, means the instruction furnished to one student in a course in which recitations are held once a week for one term,—in other words, an instruction unit represents one student in a one-hour course for one term. To illustrate, a five-hour course in Political Economy, enrolling 55 students, is here counted as representing 275 instruction units; a three-hour course in Surveying, enrolling 10 students, represents 30 instruction units.

It should be borne in mind that this table does not adequately show the work in the Sciences, Physics, Chemistry, Zoology, etc., where there are heavy demands upon the teacher's time for laboratory instruction in addition to the class-room recitations.

The table shows that in the three terms of the College year of 1899-1900 there were 213 classes, an average of 71 classes each term. The total number of students in these classes was 5,180, an average of slightly more than 24 to each class. Figuring instruction units, the average of each class was 78.

INSTRUCTION GIVEN IN EACH DEPARTMENT TO STUDENTS CLASSED IN
SOME OTHER DEPARTMENT.

Fall Term, 1900.

	Courses	One-hour Courses
In College Department, to Academy students.....	155	414
In Academy Department, to College students.....	86	392
In College Department, to Conservatory students.....	21	57
In Academy Department, to Conservatory students	40	189
In Conservatory Department, to College students	18	.
In Conservatory Department, to Academy students	37	

Winter Term, 1901.

In College Department, to Academy students.....	143	333
In Academy Department, to College students.....	90	443
In College Department, to Conservatory students	20	44
In Academy Department, to Conservatory students.....	48	225
In Conservatory Department, to College students	18	
In Conservatory Department, to Academy students	33	

In the above table the courses have been reduced to equivalent one-hour courses for the sake of comparison. In the Academy department almost all the courses are five-hour courses, while in the College department those most frequently elected are two-hour and three-hour courses. The greater portion of the elections in the College department by Academy students is included in the Mathematics, English, Latin, German, Bible, and Science of the Freshman year. The Academy courses most frequently elected by College students are the first and second terms of German, and the two years of work in preparatory Greek.

Respectfully submitted,

GEORGE M. JONES.

Report of the Librarian.

To the President :—

SIR : I hereby submit my annual report, covering the school year 1899-1900.

EXTENT OF THE LIBRARY.

At the beginning of the year the Library reported 40,703 bound volumes entered in the accession catalogue, and 28,783 unbound volumes. During the year 4,002 bound volumes were accessioned and 1,639 unbound volumes were catalogued without accessioning, making the total, September 1, 1900, 44,705 bound volumes and 30,422 unbound volumes. This is the largest number of volumes ever added to the library in a single year, as is shown by the following table:

ADDITIONS BY COLLEGE YEARS SINCE 1887.

1887....3,320	1892....2,113	1897 ...1,924
1888....1,770	1893....1,371	1898....2,317
1889....1,270	1894 ...3,752	1899....1,143
1890....1,908	1895 ...2,593	1900....4,002
1891....1,679	1896....2,083	

This large increase is not due to any special effort to make a better showing than usual, but to a decided increase in purchases and also in gifts. Nor have such large accessions reduced the number of volumes waiting to be accessioned, which, in spite of every effort, has considerably increased during the year. The real number of books and pamphlets possessed by the Library is shown by the following table:

CONDITION OF THE LIBRARY SEPTEMBER 1, 1900.

	Bound Volumes.	Unbound Volumes.	Totals.
Accessioned or catalogued, September 1, 1900...	44,705	30,422	75,127
Regular additions waiting for accessioning or cataloging, September 1, 1900	4,300	18,000	22,300
Library of General Cox	2,400	300	2,700
Volumes of Newspapers in temporary bindings .	....	1,200	1,200
Maps and Charts.....	....	2,500	2,500
Total.....	51,405	52,422	103,827

This total does not include duplicates, of which we have about 20,000, besides thousands of magazines and papers.

Of the 4,002 bound volumes added during the year, 1,184 were received by purchase, 2,818 by gift or by exchange. Among the notable additions may be mentioned the following sets: Universal Cyclopædia, 12 vols.; Meyer's Konversations Lexikon, 18 vols.; Ante-Nicene Fathers, 10 vols.; Nicene and Post-Nicene Fathers, series I and II, 28 vols.; Peloubet's Notes

on the International Lessons, 1876-1899, 20 vols.; Tribune Almanac, 1838-1888 (completing our set); Annals of Botany, 1887-1898, 12 vols.; Berichte der Deutschen Botanischen Gessellschaft, complete to date, 14 vols.; Botanischer Jahresbericht, 24 vols. in 42; Proceedings of the Massachusetts Horticultural Society, 1865 to date, 30 vols.; Journal of Hellenic Studies, 1892 to date (completing our set); Lavissee et Rambaud, Historie Generale, 10 vols.

Of the gifts of the year, far the greater number came in response to a circular sent out by the Librarian about May 1, 1900, asking the alumni to present to the Library their own publications, for the purpose of establishing an Alumni Collection. The generous response to this circular enabled the Library to exhibit, as its contribution to the interest of the reunion exercises, more than 1,500 volumes, the work of Oberlin graduates. The collection, draped in the college colors, occupied a large part of the shelves on the west side of the reading room, and was constantly examined by the alumni. It is the intention to keep the collection permanently together, and it will be the constant endeavor of the Library to make it as complete as is possible. All graduates are earnestly requested to send any books and pamphlets which they may publish. Other important gifts came from the heirs of Dr. and Mrs. Dudley Allen, Mrs. James Brand, Prof. C. H. Churchill, Mrs. Solon L. Severance, Rev. M. M. Longley, Rev. D. L. Leonard, D.D., Mrs. E. W. Lord, and the estate of the late Rev. J. M. Williams, D.D. Through a friend in the East, the library of the late Ebenezer Alden was presented to us. Much attention was given to exchanging duplicates with other libraries, and important additions were received from Hartford Theological Seminary, the University of Wooster, the Boston Public Library, the New York Public Library, and the Wisconsin State Historical Society.

WORK OF THE YEAR.

During the year the Library was open 305 days. The average attendance during the days of the school year was about 350; during the summer vacation, 80. The total number of readers for the year was 63,883. The number of books drawn for use at home was 13,291, by 1,044 persons. No attempt is made to record the number of volumes used within the building, but it is very evident that there is a steadily increasing tendency to use the books in the building rather than at home.

In the cataloging department 3,115 bound volumes and 1,639 pamphlets were catalogued, requiring the preparation of 7,674 new cards for the catalogue and the correction (by incorporating additions) of 3,386 others.

Much work of a preliminary nature has been undertaken. The Ohio State Library having indicated its desire to publish as a supplement to its forthcoming annual report a list of the newspaper files in the libraries of the State, some weeks were spent in the preparation of such a list for our library, which will be published in part as indicated. This will make available a

valuable part of our library heretofore uncatalogued. A rough slip catalogue, by author, of all our unaccessioned and uncatalogued books has been prepared, which is of the greatest usefulness. One large collection of duplicates has also been similarly listed, and as a result many important exchanges have been effected.

PROBLEMS TO BE SOLVED.

One perplexity which the Library has to face is the lack of room. Our reading room is no longer adequate to the demands made upon it; our shelves are crowded beyond convenience, and the last available place for more shelving has apparently been filled; the office of the Librarian (16x20) which is not as large as the private office of the librarian in most library buildings, is the work-room of six persons, to their great inconvenience and at the risk of their health. But of this perplexity I wrote at length in my last report, to which I beg to refer.

Great, however, as is this difficulty, it is not worthy of mention when compared with the difficulty of meeting the demands made upon the Library for new books. As you will see from the reports of the various Professors, our funds for purchases are altogether inadequate to the demands made upon them. From the income of our endowments we cannot hope for more than \$1,000 annually, a sum wholly insufficient for our needs. We have to meet the demands of four quite distinct classes of people: graduate students in the Seminary and in the advanced work of the College; undergraduates in the College department; elementary students in the Academy; technical students in the Conservatory. Each class requires a special line of purchases, and the works suited for one class of readers can in only a few cases be of use to the other classes. In addition, we have always endeavored to make the Library helpful to the citizens of Oberlin, who call for works of a more popular character than do the students. It is evident, therefore, that if the Library is to do satisfactorily the work which is waiting to be done and ought to be done, its funds for the purchase of books must be greatly increased. Five thousand dollars yearly would no more than meet our needs for the present.

Even with such a sum, we should still in many lines be dependent, as are the greatest libraries, on the interest and generosity of private collectors. In this connection I wish to refer to the valuable gift of the private library of General J. D. Cox, which by his untimely death has now come into the possession of the Library. While a good, all-round private library, its peculiar value to us lies in its special collections. One of these, that relating to the Civil War, in which General Cox took so important and so honorable a part, contains nearly all the important histories of the period and the memoirs of all the prominent generals on both sides. Such gifts bring to the Library what it could never afford to purchase, make it practically com-

plete in certain lines, and connect with the college of their youth, the maturity and achievements of her honored graduates. I hope that many other graduates will feel moved to the making of special collections, with the distinct purpose of ultimately enriching the College Library.

Another problem which seems unsolvable is that of doing the greatly increased work which comes upon the library staff, and of meeting the greatly increased demands which are continually made upon it. For some years the money available for service has decreased, while the Library has been steadily educating the public to demand more and more in the way of service. The general improvement in library management throughout the country is reflected in the increased demand for help, for time-consuming searches, for special lists, and a variety of other assistance. We ought, as soon as possible, to so arrange our staff that a competent person, familiar with the library and with books of reference, should always be found in the main reading room.

LIBRARY CLUB.

The members of the staff, feeling keenly the increased demands made upon them, cheerfully joined with me at the beginning of the college year in the formation of a Library Club. Once each week, in the evening, they meet for an hour to compare notes, to make reports on topics specially assigned, and to carry on definite courses of study. Last year the special topics considered were Bibliography and Cataloguing. The present year the general subject of Library Science alternates with the study and cataloguing of fifteenth century books.

APPRENTICES.

An unusual demand from young women for instruction in library methods has led to the introduction into the staff of several apprentices. These are given practical training in cataloguing and classification, and also attend my courses in Bibliography, and join with the staff in the discussions and work of the Library Club. While steadily urging all such to go to a Library School, and making perfectly clear to them that the work which we can do for them is far inferior to that which is given in the schools, we are glad in this way to help some to find out by actual trial whether they are really adapted to library work, and whether they wish to adopt it as a life work. Should they decide to do so, the practical experience and the instruction obtained here will be of considerable value to them in the Library School course.

The work of training these apprentices is considerable, but in return we receive, especially in cataloguing, extra help without which it would be impossible to keep up with the growth of the Library.

Respectfully submitted,

AZARIAH S. ROOT.

Report of the Dean of the Woman's Department.

To the President:—

SIR: My connection with the Woman's Department of Oberlin College has been of so short duration that I have not sufficient data for an extended report upon the needs and condition of the department. I have the honor, however, to submit the following report upon the five months of the present academic year.

Six hundred and sixty-seven women were in attendance during the Fall term; and for the Winter term, up to the present date, seven hundred and three. Compared with the figures for the corresponding terms of last year, these show a gain of four for the Fall term, and fifty-five for the Winter term.

The health of the girls was excellent during the Fall term, but since the holidays an epidemic of grippe has interfered seriously with the work of all departments.

Early in the college year, several changes were made in the rules for college women. While it is still too early to estimate the full effect upon the Woman's Department, these changes seem to have met with cordial coöperation from the students, and to have increased their loyalty to the college. In October, student house government was introduced into each of the college dormitories. It has met with hearty support from the students in these houses, and with the enthusiastic commendation of the house matrons.

I cannot close this report without acknowledging my debt of gratitude to my predecessor and to the members of the Woman's Board for the cordial support of these past months. With their unswerving loyalty to the best interests of the college, and their untiring devotion to duty, they have been a constant source of help and wise counsel.

Respectfully submitted,

ALICE H. LUCE.

Report of the Director of the Men's Gymnasium and Professor of Physiology.

To the President:—

SIR: The Trustees of the College, at their meeting in March of last year, granted me a leave of absence from regular duties during the school year 1900-1901. At a distance from records, and in the midst of the foreign sojourn rendered possible by their action, I may be pardoned for confining this report to a few leading facts regarding the work of the department. In the Spring of 1900, besides giving the usual courses in Personal and Public

Hygiene (two hours), the Physiology of Exercise (two hours), and the History of Physical Training (one hour), I repeated the Winter course in Human Physiology (five hours) for the benefit of students who would naturally elect it during the year of my absence. As such students were allowed to elect also the work in Hygiene no provision was made for repeating either of these courses in 1900-1901. The special course in Human Anatomy offered in the Fall Term to prospective medical students is omitted this year, since no applications for it had been received up to the time of my departure.

The statistics of my work during the Spring Term, 1900, follow:

Number and Subject of Course	Number of hours per week	Men	Women	Total
Spring, 1900.				
†2 Human Physiology	5	9	28	37
3 Hygiene.....	2	11	28	39
P. T. Philosophy of Exercise.....	2	4	2	6
P. T. History of Physical Training.....	1	0	6	6
		<hr/>	<hr/>	<hr/>
		24	64	88

Owing to the change which has lengthened the Normal Course in Physical Training for Women to four years, the courses which I have usually given to its students are not called for in the current year. The old gymnasium has been moved to one side to make room for the new. The direction of class-work within its narrow walls during the transition period has been entrusted to Mr. Edwin Fauver, who graduated from the College in 1899. As a student he had completed the preliminary training required of teachers in the gymnasium, taught there for several years with marked success, and filled a similar position at Alma College during the year following his graduation. The fact that he was wanted as coach of the College football and baseball teams, and to teach certain classes in the Academy, made possible an arrangement which secures his services without any added expense to the College by reason of my absence.

Pending the completion of the new men's gymnasium provided for by the gift of Dr. and Mrs. Warner, the following items of progress may be recorded. March 9th, two days after the gift was announced, the Prudential Committee appointed a special Building Committee, composed of the writer as chairman, the President of the College, Dr. Warner, and Professors Jewett and St. John. On March 15, I visited Dr. Warner in New York with the provisional plans prepared some years ago. On the 26th, it was voted to engage as architects the firm of Patton, Fisher & Miller of Chicago, and a few days later Mr. Patton visited Oberlin to look over the ground and confer with members of the committee. The first sketches were submitted for criticism on April 5th, and others were received at intervals until May 12th,

† This course is given regularly in the Winter, and was repeated in the Spring to accommodate students who would naturally take it in the year of my absence, 1900-1901.

when Mr. Patton made a second visit, bringing with him the nearly completed plans. Duplicate sets of blue prints and a part of the specification arrived June 13th and were sent out on the following day to the contractors who had been asked to submit bids. No further progress had been made before the date of Commencement exercises; but it seemed a fitting thing that during the Reunion week our good fortune be recognized publicly in some way, and the committee therefore arranged a half-hour's "ground-breaking ceremony," on the site of the new building, to take place at nine o'clock on the morning of Tuesday, June 26. There were brief addresses by the President, Dr. Warner, Robert A. Millikan of '91, R. P. Jameson of 1900, and others, after which the Glee Club sang, and the men of the College and Academy, wearing their class distinctions and provided with shovels, spades and pick-axes marked the outlines of the foundation walls.

July 3d the results of the bidding for the general contract became known. The lowest figure which did not include the items of heating, plumbing, lighting and equipment, was \$33,950. After further and revised specifications and plans had been received and submitted to contractors, a meeting between the architects, the lowest bidder, and two members of the committee was arranged in Chicago for the 11th and 13th of August. Here all details and suggested modifications were discussed at length. Meanwhile Dr. Warner had been made acquainted with the facts, and in view of the recommendations of the Building Committee and letters received from him, the Prudential Committee, on August 16th, took the following action: "Voted, (1) that the Building Committee be authorized to expend for building and equipment not to exceed \$45,000 of the \$50,000 given by Dr. and Mrs. Warner for a new Men's Gymnasium, reserving the balance for endowment; (2) that the general contract be let to George Feick & Co., of Sandusky, for a sum not to exceed \$31,800 [the contract as since signed is for \$31,750]; (3) that the contract for sewer work be let to C. L. West of Oberlin, for \$393." Five days later the contract for plumbing was also let to Mr. West, for a sum not to exceed \$2,089. Contracts for heating and lighting the building, and for a part of its equipment, remain to be let. The actual ground-breaking began on the afternoon of August 21st, and from that time the work was pushed rapidly forward as long as the weather permitted.

I defer until my next report a description of the building, which the committee with the consent of the donors has proposed to call "The Warner Gymnasium." The plans have been subjected to repeated revision until it is believed they represent the maximum of efficiency coupled with the least expenditure consistent with wise economy. In their present form they give entire satisfaction to the head of the department, and represent conclusions reached after long acquaintance with local conditions and needs, and a study of what has been done by other workers along similar lines. They also

provide for enlargement to meet future needs. In my absence the acting chairman of the Building Committee is Professor St. John, whose interest in the plans and his services in perfecting them could hardly have been greater were the building intended for the uses of his own department. Mr. C. P. Doolittle, as superintendent of buildings and grounds, has also been added to the committee.

The new quarters render possible for the first time such an organization of the work in the department of Physical Training for Men as will enable it to meet the needs for which it stands. The Normal Course in Physical Training for Women has also been rearranged and extended, and its requirements for admission and graduation are now higher than in any similar school in the country. Before beginning his duties upon these larger lines the writer wished to secure time for study and leisure to work out the details of reorganization, and was especially desirous of supplementing a tour of inspection among American college gymnasia by studying on the ground the methods and means of physical training employed in European countries where this branch has been incorporated as an integral part of the general scheme of education for half a century or more. Absence just at this time happened to involve a minimum of interference with the established order of things in the College,—the plans for the new gymnasium were practically completed, the work of construction was actually under way, and the character of those left in charge was sufficient guaranty that it would not suffer in my absence. I therefore sailed from New York on the 25th of August, and on the 10th of September arrived in Stockholm, where the next three months were spent in daily attendance at the Royal Training School for Teachers of Gymnastics, the oldest and most famous institution of its kind in the world. I also gained some familiarity with the literature of Swedish gymnastics, and a practical acquaintance with the work as carried on in the various schools of the city. On the 17th of December I left Stockholm for Berlin. Here there is another royal normal school of somewhat similar character, and the city affords abundant material for comparison of methods and equipment. After shorter visits to a considerable number of other places on the continent I plan to reach home in sufficient time to have the new gymnasium equipped and ready for use at the opening of the next Fall Term.

My enjoyment of present privileges is so keen that though the request for leave of absence was based on other than personal grounds, I wish in conclusion to express my grateful recognition of the kindness shown by the President and Trustees in granting it.

Respectfully submitted,

Berlin, January 28, 1901.

FRED EUGENE LEONARD.

Report of the Director of the Woman's Gymnasium.

To the President:—

SIR: The work of the Department of Physical Training for Women has gone smoothly along its usual lines during the past year, with no important changes.

Six students were graduated from the Normal Course in June, all of whom obtained positions, and have succeeded well in their work.

One of the class has returned to us (from a position elsewhere) to fill the place of assistant, made vacant by Miss Mary A. Reed's change to the Brooklyn public schools.

This fall we opened without a senior normal class, due to the change from two to four years in the course of study. The junior work goes on as usual.

The basketball season in May, 1900, was very satisfactory. Six teams engaged in the tournament (more than in any previous year), including the four College classes, the Conservatory, and the Senior Academy. The championship was won by 1901. I count the season successful chiefly because it was carried through with a spirit of fair play and good feeling. The risks of basketball for girls, like its benefits, are both moral and physical.

More Conservatory students elect the gymnasium work each year, as will be seen by the following table:

1896-97.....	60
1897-98.....	61
1898-99.....	62
1899-1900.....	72
1900-01.....	89

Moreover, the last figure represents less than two terms of the current year. (These figures do not include second or third terms, or years taken by the same student.)

The measurements taken in the Spring Term of 1899-1900 not having appeared in my last report, I give the table for that year as a whole:

	Fall	Winter	Spring	Total
Entrance 1st measurements.....	162	+ 40	+ 6	= 208
Entrance 2d measurements.....	9	+ 13	+ 4	= 26

Total entrance measurements for 1899-1900..... 234

In the Fall and Winter terms (to date) of the year 1900-1901 we have had:

	Fall	Winter	Total
Entrance 1st measurements.....	182	+ 32	= 214
Entrance 2d measurements.....	15	+ 5	= 20

Total entrance measurements for two terms of 1900-1901..... 234

Here, again, a comparative table of the past five years may be interesting:

				Fall	Winter and Spring	Total
Entrance	1st	measurements	1896-97.....	172	+ 39	= 211
"	"	"	1897-98.....	172	+ 22	= 194
"	"	"	1898-99.....	150	+ 29	= 179
"	"	"	1899-1900.....	162	+ 46	= 208
"	"	"	1900-01.....	182	+ 32	= 214

Again, the last total represents two terms only.

The general health of the students during the Spring and Fall terms was good; but during the present term an epidemic of grippe and much tonsillitis (followed usually by prolonged weakness and increased susceptibility to colds, etc.) have very much broken the regularity of the gymnasium work.

I have one request to make,—that an inspection be made of our heating arrangements to see if it is possible to adequately warm the building on cold days. The janitor thinks 50° in the exercising room at 8 A. M. impossible. The temperature ought to be 55°-60° for exercising, and enough more to admit the opening of the windows *at least* between classes.

Students frequently complain of having taken colds in our building; and I have often to grant excuses when I myself feel it unsafe for them to make the change of clothing, even without the regulation bath.

Respectfully submitted,

Alice Bertha Foster.

Department Reports.

COLLEGE DEPARTMENT.

Report of the Dean of College Men.

To the President:—

SIR . I am pleased to be able to report favorably on the discipline of the College men. A splendid spirit of loyalty to the College prevails, and there is a general recognition of the obligation resting upon each man to maintain the good name of Oberlin.

At the beginning of the college year the Faculty very carefully went over the whole subject of College Legislation. As a result of this consideration but one radical change was made. It seemed to them at that time wise to do away with the Self-Reporting System because of a feeling among both Faculty and students that the good results from the system were more than offset by the bad. The testimony of a large number of our best students was that the honesty and truthfulness of the student body were menaced by the system as then administered. In the general discussion some were in favor of attempting a revival of the efficacy of this old system under which the College had so long and so successfully worked. But taking into consideration the feeling against it, the many changes that have taken place in student life since the system was inaugurated, and the fact that most of the colleges that at any time employed the system have long since abolished it, it seemed best to try some substitute.

The two questions that offered the greatest difficulty in providing a substitute were how to secure attendance on chapel and church services. It was finally decided to seat students in chapel by classes, and also to assign individual seats, a plat of seats showing the location in chapel of any student to be accessible to all. It was also decided to require students after the second Sunday in each term to indicate to the Dean their church elections for that term, these elections to be put on record, and lists to be made for the pastors of the respective churches.

The effect of this change has been to increase the chapel attendance, and, so far as we have any means of knowing, the church attendance has not fallen away.

The rules, revised, and with additions to meet the present needs of the Institution, were printed in convenient form and placed in the hands of each student. The student thus has before him in permanent form the information that enables him to adjust himself to the details of College life, and the discipline of the Institution is consequently simplified.

During the year but six College men have been subjected to special discipline. With the exception of one man, who was dismissed, the offenses of all were in large measure due to thoughtlessness or inattention to College duties.

Respectfully submitted,
 WILLIAM G. CASKEY.

Report of the Professor of Mathematics.

To the President:—

SIR: The number of students in Freshman mathematics is growing so large that it will soon become necessary to provide at least one additional section. Last term there were 184 students in the four sections, with over fifty in each of two. That number is clearly too large to accomplish the best results in elementary work where much individual attention is needed.

In the elective courses the students are doing a large amount of work, and, for the most part, in a highly satisfactory manner. The students who have gone to eastern technical schools, after taking elective courses in mathematics here, have always been given full credit for their work in mathematics. The appended table gives the statistics for this department. Mr. Cairns teaches two of the four sections of Freshmen, and the class in engineering.

Number and Subject of Course		Number of hours per week	Men	Women	Total
Spring, 1900.					
* 3	Analytic Geometry.....	4	64	57	121
6	Engineering.....	2	6	1	7
8	Calculus.....	5	10	5	15
12	Analytic Mechanics.....	3	5	3	8
			85	66	151
Fall, 1900.					
* 1	Algebra and Tables	3	108	76	184
4	Engineering.....	3	7	2	9
7	Advanced Analytics.....	5	14	3	17
10	Advanced Algebra.....	3	7	5	12
11	Modern Analytics.....	2	2	1	3
13	Mathematical Seminar (once in two weeks).		7	1	8
			145	88	233

* Required of all Freshmen.

Winter, 1901.

* 2	Trigonometry	4	79	67	146
5	Engineering.....	2	4	1	5
8	Differential Calculus.....	5	11	2	13
9	Advanced Integral Calculus	3	7	4	11
13	Mathematical Seminar (once in two weeks).		7	1	8
			108	75	183

Respectfully submitted,

F. ANDEREGG,

Report of the Professor of Physics and Astronomy.

To the President:—

SIR: During the past year, the work in the department of Physics and Astronomy has been more satisfactory than in any year since the department was placed in charge of its present head; not only have more students elected work in this department, but the interest shown on the part of the students has been greater, and the results in scholarship more satisfying. This is in great measure due to the fact that the equipment has been gradually improving, and it is being recognized among the student body that it is possible for them to have good facilities here, especially in the elementary courses. The further equipment must of necessity be more costly than that up to the present, and the department feels strongly that to keep the impetus already acquired it is imperatively necessary that the material equipment suffer no retardation, especially when we are surrounded by institutions whose facilities in Physics are in excess of ours, and they are rapidly adding to their equipments. It is unfortunate, perhaps, but true, that in every well-equipped institution the physical equipment is the most costly of all, costing more per student both for instruction and apparatus.

Mr. Joseph S. Chamberlain, Ph.D., an instructor in the department of Physics and Chemistry, resigned his position at the beginning of the Winter Term to accept a position as private assistant to Professor Remsen, of Johns Hopkins University. Dr. Chamberlain had won a place in our regard by his obliging personality and genuineness, and in this department had been of especial assistance in the Laboratory work in Astronomy. Mr. Joseph R. Miller, A. B., Oberlin College, 1900, was appointed to take this position in the department of Physics for the remainder of the year. Mr. Miller had done work of high order both in Mathematics and Physics during his college course. We were glad to secure one of our own graduates for this position. A member of the present graduating class is preparing himself to take charge of Physics in the Academy; and in the future we hope to have a

*Required of all Freshmen.

well-prepared teacher ready for this position whenever it becomes vacant. Not only will such an arrangement unify and correlate the work in the two departments of the Institution, but it is fitting that our advanced students should have such positions to look forward to. It is the policy to allow and encourage the holder of this position to pursue advanced work along this line in College, in order that we may have a growing man add attractiveness to the position.

The enrollment is shown in the following table. In the Physics courses, each student has four hours of laboratory work per week, and in Astronomy two hours of laboratory work per week, in connection with lectures and recitation work. At present there are twenty-two hours of laboratory work and seven hours of lecture work per week. The head of the department has given all class-room work, and the laboratory work has been in charge of the assistant and the head of the department in suitable and convenient sections.

Number and Subject of Course		Number of hours per week	Men	Women
Spring, 1900.				
1	Astronomy	3	15	12
4	Physics.....	4	4	1
3	Physics.....	5	15	4
			<hr/>	<hr/>
			34	17
Fall, 1900.				
1	Physics.....	5	22	12
5	Physics.....	4	3	0
			<hr/>	<hr/>
			25	12
Winter, 1901.				
1	Astronomy	3	7	3
2	Physics.....	5	24	4
4	Physics.....	4	5	1
			<hr/>	<hr/>
			36	8

Courses 1, 2, and 3, in Physics, are required for Scientific students. Course 1 is optional with Chemistry for students in the Classical and Philosophical courses. The number of students taking these courses as required was as follows: Physics 1, 12; Physics 2, 6; Physics 3, 3.

The head of this department was appointed upon the Summer Session at the Yerkes Observatory, which gave him the opportunity to carry on research work at the Observatory, and to enjoy the great opportunities and privileges which are offered there. The entire summer vacation was spent at the Observatory with great interest and advantage.

Respectfully submitted,
CHARLES EDWARD ST. JOHN

Report of the Professor of Chemistry and Mineralogy.

to the President:—

SIR: The plan of giving three terms instead of two to the study of general Inorganic Chemistry and Qualitative Analysis, adopted last year, and mentioned in the annual report from this department, has been entered upon, and promises results more satisfactory than those heretofore attained. The number of students taking the courses of this department has increased, and doubtless still larger numbers will avail themselves of the improved facilities for work offered in the new laboratory.

The following table shows the number of students in the several courses:

Number and Subject of Course	Number of hours per week	Men	Women	Total
Spring, 1900.				
Quantitative Chemical Analysis.....	5	14	0	14
Mineralogy.....	5	12	3	15
		<hr/> 26	<hr/> 3	<hr/> 29
Fall, 1900.				
General Chemistry (two sections).....	5	41	34	75
Winter, 1901.				
General Chemistry and Qualitative Analysis..	5	25	6	31

It will be noticed that no mention is made of the important subject of Organic Chemistry. This has not been dropped, but has been transferred from the Winter to the Spring Term, hence does not appear in this report.

As the work of this department grows, the need of a permanent assistant in Chemistry becomes more imperative.

It was the expectation that the new Chemical Laboratory would be ready for the new year, but unavoidable delays have occurred, and the building will not be ready for use until the opening of the Spring Term.

Respectfully submitted,

F. F. JEWETT.

Report of the Professor of Botany.

To the President:—

SIR : During the past year the usual courses of instruction have been given as follows:

Number and Subject of Course	Number of hours per week	Men	Women	Total
Spring, 1900.				
*1 Elementary Botany	5	18	22	40
†2 Cryptogamic Botany.....	5	7	14	21
4 Systematic Botany—Phanerogams.....	3	0	2	2
6 Systematic Botany—Cryptogams.....	2	0	1	3
	4	0	1	
	8	0	1	
		25	41	66
Fall, 1900.				
†1 Elementary Biology.....	5	26	14	40
3 General Morphology of Phanerogams.....	5	1	2	3
6 Systematic Botany—Cryptogams.....	3	1	0	2
	5	0	1	
		28	17	45
Winter, 1901.				
5 Plant Physiology.....	5	0	3	3
6 Systematic Botany— Cryptogams.....	3	0	1	3
	8	0	1	
	10	0	1	
		0	6	6

Two graduate students, Miss Mary E. Kennedy, O. C. 1899, and Miss Elizabeth Aborn, O. C. 1900, have done work in the department during the year. Miss Kennedy, who has also acted as laboratory assistant, has been occupied with a series of quantitative bacteriological analyses for the Oberlin waterworks with the purpose of determining the efficiency of certain filters which it proposed to introduce. Miss Aborn holds the graduate scholarship in the division of Natural History. Her work is proving very satisfactory.

Some important changes and improvements in the Finney House have increased greatly the laboratory facilities of the department, and rendered possible much more satisfactory work on the part of the students in the advanced courses.

In addition to the work of instruction, the department has been active in the herbarium. During the year 4107 specimens of plants have been classi-

Courses marked (†) are required for Scientific Freshmen, but are open to all others as electives. Courses marked (*) are required for Scientific Senior Academy students, but are open to all college students as electives.

fied, mounted and incorporated in its organized collections. Of these, 1014 specimens, largely from the F. D. Kelsey collection, were previous gifts awaiting mounting and distribution. The remaining 3093 specimens are accessions by gift and purchase during the year. By gift the more important additions were: From the collection of the late General J. D. Cox, through Mrs. Cox, 700 species of Diatoms, composing the extremely valuable set, "Diatomacearum Species Typicæ," prepared by Mr. H. L. Smith; from the collection of Prof. Chas. H. Penfield, through his daughters, 113 specimens of Phanerogams constituting what is regarded as the earliest extant collection of Lorain county plants; from Prof. F. O. Grover, 2650 specimens of Phanerogams and Vascular Cryptogams; from Dr. J. S. Chamberlain, 52 specimens of Iowa Phanerogams; and from Mr. A. E. Ricksecker, 45 specimens of Pennsylvania Phanerogams.

Among the purchases of the year were: 150 Algæ, which are a continuation of our set of *Phycotheca Boreali-Americana*, the most important collection of North America Algæ ever issued; 100 Algæ from Miss Tilden's distribution of American Algæ; and 40 Indiana Phanerogams from Mr. Clarence Kennedy. The department itself has collected 240 Lorain county plants, and thereby made an addition of over 35 species and varieties of Phanerogams and Vascular Cryptogams to the County list, and an addition of two species to the State list. This work has occupied no small portion of the time of the department, as it has been impossible to keep more than a very limited force of assistants.

The work in the Arboretum has been actively continued. The straightening and riprapping of the stream which flows through it has proved very effective in preventing the threatened destruction of a number of valuable trees. Arbor day was observed as usual, and about 80 thrifty young trees were planted by the students. Each year better results are attained as the students learn how to handle trees. A comparatively small percentage of trees is now lost, and many of these would be saved if they could be properly cared for during the year. This is impossible with the small funds which the Arboretum earns for itself. At present we can do no more than to abate the nuisance of weeds and render the grounds tidy. The students are taking a personal pride in the Arboretum as they see it improving under their efforts. It is becoming more and more a pleasure resort for them and for the townspeople. If these very desirable conditions are to be maintained, and if also the Arboretum is to become of any scientific value to the College, a suitable endowment should be provided for it as soon as possible.

Respectfully submitted,

F. O. GROVER.

Report of the Professor of Geology and Zoology.

To the President:—

SIR : I wish to express my thanks for the leave of absence granted me for the present year by the Trustees and Faculty, and I trust that the rest and change which I am enjoying will result in the complete restoration of my health. The summer months were spent in New York State with a party of geologists, partly in camp at Trenton Falls, and partly in a launch expedition down the Erie Canal and up Lake Champlain. In the fall I visited Southwestern Ontario, and later I embraced what is perhaps the one opportunity of a life time to see Arizona and Southern California. Everywhere it has fallen in well with my purpose to make collections in the field which will increase our comparatively meager equipment in paleontology and petrology. The paleozoic strata of New York and Canada, and the tertiary and quaternary of California will yield considerable excellent material; while a visit to the Grand Canon of the Colorado gave me a view of the most impressive geological phenomenon in existence.

I wish I had something pleasant and hopeful to say concerning the quarters occupied by the department. There is indeed an amelioration of the conditions in the additional laboratory space which Professor Jewett is able to offer us; but the feasibility of leaving the Library building entirely does not yet appear. In previous reports the conditions have been stated quite fully, and I need not repeat them. The difficulty increases with each succeeding year—with each succeeding *century* I am tempted to say—and I have forebodings as to what Professor Root, long-suffering as he is, will feel compelled to say in his report this year.

Among other gifts to our teaching material, that of Herdman F. Cleland, Ph.D., of the class of 1894, of a large suite of carefully studied Hamilton fossils from the State of New York, also a notable series of modern shells from the distinguished naturalist and philosopher, Rev. John T. Gulick, collected by him in Japan and elsewhere, and which have served as a partial foundation for his important essays on natural selection, deserve special mention. The fidelity with which Mr. Lynds Jones has carried the responsibilities of the department during my absence also calls for recognition. The statistical report will be furnished by him.

Respectfully submitted,

ALBERT A. WRIGHT.

Pasadena, Cal., Jan. 16, 1901.

To the President:—

SIR : About the middle of the Spring Term, 1900, the whole work of the Department devolved upon me. When it had been decided that I should carry the work for the present school year it seemed best to drop the courses

which had been offered in the Summer School, and to so plan the long Summer vacation that it should yield the largest preparation for the year's work while giving the rest and change which seemed essential. July and August were spent on a carefully planned trip of some 7000 miles through the west, where the agents of mountain sculpture and formation could be studied at first hand. All the forms of erosion were studied, many different strata in all sorts of positions were examined, and the characteristic life of the various regions of our country passed in review. Five days spent on the Washington coast furnished an opportunity to renew acquaintance with many marine forms of life, and to study new ones. Birds came in for a large share of attention. I was so fortunate as to meet and study 181 species new to me, swelling my list of personal acquaintances to nearly half of all North American birds.

Thus far the work of the Department has been carried on as laid down in the catalogue, except that during this Winter Term the course in Advanced Geology has been omitted.

It has been a source of great satisfaction that so large a proportion of our graduates are meeting the demands for teachers of science in primary schools. The awakened interest in birds has created a demand for teachers who can give accurate instruction in Ornithology. Very many of our students are meeting this demand. Letters of inquiry from graduates and from many who have never been students here are received almost daily. The influence of the Department is therefore not limited to those who pass under its instruction, but is reaching out into the state and neighboring states. The statistical report of the Department is as follows:

Number and Subject of Course		Number of hours per week	Men	Women	Total
Spring, 1900.					
5	Zoology—Embryology	5	1	1	2
2	" Entomology	2	1	2	3
6	" Ornithology 1	3	23	37	60
7	" " 2	2	2	3	5
			27	43	70
Fall, 1900.					
1	Geology	5	9	11	20
Winter, 1901.					
1	Zoology	5	17	10	27

Respectfully submitted,

LYNDS JONES.

Report of the Professor of Greek Literature and Classical Archaeology.

To the President:—

SIR : I submit the following report for the work in the department of Greek and Classical Archæology:

Number and Subject of Course	Number of hours per week	Men	Women	Total
Spring, 1900.				
*3 Homer's Odyssey (two divisions).....	4	38	29	67
6 Demosthenes.....	2	3	8	11
9 Euripides.....	3	3	17	20
3 History of Ancient Art.....	3	20	29	49
		64	83	147
Fall, 1900.				
*1 Lysias (two divisions).....	4	40	21	61
4 Herodotus.....	2	6	13	19
7 Aristophanes	3	2	14	16
1 History of Greek Sculpture.....	3	5	29	34
		53	77	130
Winter, 1901.				
*2 Homer's Odyssey (two divisions).....	3	38	17	55
4 Thucydides.....	2	7	11	18
7 Aristophanes	3	2	14	16
1 History of Greek Sculpture.....	3	11	36	47
		58	78	136

The appearance of the Odyssey twice in the year is explained by the fact that while ordinarily read in the Winter, it was last year read in the Spring. One of the three exercises in the History of Ancient Art and in the History of Greek Scu'pture is an illustrated lecture in Bradley Auditorium, which is open to all members of the College. Several who do not take these courses have usually been found in attendance.

The great need of the department is, as it has always been, funds for library equipment.

Respectfully submitted,
CHARLES B. MARTIN.

Report of the Associate Professor of Latin.

To the President:—

SIR : Both the work done and the disposition of sections in Freshman Latin are precisely the same as last year. In the Fall and Winter Terms

* Required.

four sections are formed averaging each about thirty; in the Spring Term, three sections averaging about thirty-five.

The total number of students pursuing Freshman Latin in the Fall Term, was 124, 64 men and 60 women. The percentage of men was thus larger than last year, when the four sections contained 51 men and 66 women. Into one section this (Winter) Term I invited the students whose grades were highest, in the hope that a better and truer sense of the literature might be gained in a rapid reading of the Latin by those whose attainments are high and nearly equal. The experiment is being attended with gratifying results.

As an advanced elective I offered a new course in the Fall Term in Latin Inscriptions, and gave at the close a few lectures in the allied subject of Latin Palaeography on the value and use of manuscripts.

I am giving this term also a two-hour course of lectures on the Private Life of the Romans. These lectures touch upon such subjects as the education, marriage, social conditions and classes, daily life, meals, baths, the ancient house and its appointments, trades, amusements, burial rites, etc. This course, as the one alternating with it every second year in Roman Archaeology, is now included among the courses in Classical Archaeology, for all of which a fee of one dollar is charged. With this income, though small, some needed books, photographs, and lantern slides can be provided.

The teachers' course in Latin, which I announced in my report last year it was my desire to establish, was started in the Fall Term with seventeen students. With the exception of lectures at the beginning of each term, and constant and direct supervision on my part, the work of this course has been done entirely by the students themselves. There are two classes of exercises, first, half-hour papers presented by the students upon subjects connected with the author studied; and secondly, recitations, conducted by the students upon a part of the text. Criticism and suggestions have been offered freely both by myself and by members of the class. Specific methods of teaching difficult subjects in Latin are considered. Much interest has been manifested in this work. Caesar and beginning Latin form the subject of study in the Fall Term, Cicero and Sallust in the Winter, and Virgil and Ovid in the Spring Term.

I am still much hampered by the lack of really necessary books and other help. There is a great need of certain reference books, and of a complete set of the standard English and German editions of all Latin authors. There are some Latin writers of whose work we have actually not even one edition.

A Classical Club was formed last year by the classical faculty of the College and Academy, and advanced students in Latin and Greek. The club meets monthly. Book reviews and original papers are presented, and

other matter for which there is no time in the class room. The average attendance has been about twenty.

The following are the courses of study offered in Latin the past year. Professor Hall has taught one section of Freshmen, and offered the elective in Tacitus and Suetonius:

Number and Subject of Course		Number of hours per week	Men	Women	Total
Spring, 1900.					
* 3	Horace, Odes and Epodes.....	5	43	58	101
4	Eutropius and Phædrus.....	2	6	23	29
8	Martial.....	3	3	9	12
			<hr/>	<hr/>	<hr/>
			52	90	142
Fall, 1900.					
* 1	De Senectute, Latin Writing	3	64	60	124
4	Tacitus and Suetonius.....	3	5	23	28
7	Latin Inscriptions and Manuscripts.....	3	0	11	11
10	Teachers' Course.....	2	1	16	17
			<hr/>	<hr/>	<hr/>
			70	110	180
Winter, 1901.					
* 2	Livy	3	61	60	121
4	Tacitus and Suetonius.....	3	4	19	23
8	Roman Satire (Lucilius and Horace).....	3	0	12	12
10	Teachers' Course	2	1	20	21
4	(Classical Archæology) Private Life of the Romans	2	10	32	42
			<hr/>	<hr/>	<hr/>
			76	143	219

Respectfully submitted,
WALTER DENNISON.

Report of the Professor of Romance Languages.

To the President:—

SIR : During the three terms of the past year—Spring, Fall and Winter—this department has offered respectively 16, 20, and 20 hours of work. Of these, three hours in each of the Fall and Winter Terms have been in Italian. Mr. Cowdery has, as usual, taught French 2 and 3. During the Spring Term your professor taught also two hours of German; as he has since then been relieved of this work he has been able to lengthen the courses in Italian and the History of French Literature.

The French club has met as usual on Wednesday evenings.

* Required.

The following table shows the courses and attendance.

Number and Subject of Course	Number of hours per week	Men	Women	Total
Spring, 1900.				
† 1c Beginning French.....	5	9	18	27
* 2 Grammar and Conversation.....	2	3	10	13
* 3 French Prose and Drama.....	2	4	17	21
* 4 French Composition.....	1	3	22	25
† 6 French Prose of 19th Century.....	2	5	10	15
8 French Drama.....	2	5	10	15
9 French Grammar and Conversation.....	1	1	5	6
10 History of French Literature.....	1	1	4	5
		<hr/> 31	<hr/> 96	<hr/> 127
Fall, 1900.				
† 1a Beginning French.....	5	13	20	33
* 2 Grammar and Conversation.....	2	9	33	42
* 3 French Prose and Drama.....	2	23	32	55
* 4 French Composition.....	1	6	20	26
† 5 French Prose of 17th and 18th Centuries....	2	4	11	15
7 French Poetry.....	2	1	6	7
9 French Grammar and Composition.....	1	0	5	5
10 History of French Literature.....	2	0	8	8
1a Italian.....	3	1	2	3
		<hr/> 57	<hr/> 137	<hr/> 194
Winter, 1901.				
† 1b Beginning French.....	5	13	23	36
* 2 Grammar and Conversation.....	2	9	18	27
* 3 French Prose and Drama.....	2	18	28	46
* 4 French Composition.....	1	7	28	35
† 5 French Prose of 17th and 18th Centuries....	2	4	10	14
7 French Poetry.....	2	1	7	8
9 French Grammar and Composition.....	1	0	5	5
10 History of French Literature.....	2	0	6	6
1b Italian.....	3	1	1	2
		<hr/> 53	<hr/> 126	<hr/> 179

Respectfully submitted,

JOHN R. WIGHTMAN.

Courses marked (*) are required, those marked (†) required or elective, the rest are elective.

Report of the Professor of the German Language and Literature.

To the President :—

SIR :

Number and Subject of Course	Number of hours per week	Men	Women	Total
Spring, 1900.				
*2 Easy Texts.....	2	23	17	40
*3 Easy Texts, Writing, Conversation.....	4	5	29	34
4 Classic Drama.....	3	0	11	11
*5 Modern Novel.....	2	8	14	22
6 Advanced Writing.....	1	3	12	15
7 Goethe, Schiller, Lessing.....	3	3	6	9
8 History of German Literature.....	2	1	1	2
		43	90	133
Fall, 1900.				
*2 Easy Texts.....	2	22	21	43
*3 Review of Grammar, Easy Texts, Writing...	4	29	32	61
4 Introduction to Classic Drama.....	3	8	21	29
*5 Modern Novel.....	2	5	27	32
6 Advanced Writing.....	1	3	20	23
7 Goethe, Schiller, Lessing.....	3	2	4	6
		69	125	194
Winter, 1901.				
*2 Easy Texts.....	2	19	16	35
*3 Easy Texts, Writing, Conversation.....	3	24	31	55
4 Classic Drama.....	3	7	21	28
*5 Modern Novel.....	2	2	20	22
6 Advanced Writing.....	1	2	14	16
7 Goethe, Schiller, Lessing.....	3	0	7	7
		54	109	163

The courses marked with a star (*) are required, the others elective. Courses 3 and 5 are elective for about one-half the class.

The above schedule shows the enrollment in the German classes for the past year. The actual number of students in the department has been: Spring, 118; fall, 174; winter, 149. Also about 25 College students have begun the study of German with the Academy classes. Course 5 has been conducted by Mrs. Swing, the others by myself. For the past two terms I have omitted course 8 in order to give extra time to the large numbers in course 3.

Permit me to call your attention to the present condition of the department. A student who enters with two years of German may elect German in College four hours a week for three years. While this does not represent a wide range of electives, and while there is need of parallel courses, differ-

it in nature, yet, by taking all the German offered, one may hope to master the elements of the language, gain a fair reading-knowledge of it and make a good beginning in the study of literature.

The most serious weakness in the department is the provision made (1) for students who begin the study of German in College; (2) for those who enter with one year of German. The former are among our ablest students, many of whom present Latin and Greek for entrance and are expecting to become teachers of language. Since the reduction of the teaching force in 1895, such students have been forced to enter the Academy classes. This classing together of first and second year preparatory pupils with College sophomores and Juniors who have had years of language training, is a distinct disadvantage and makes fine work impossible.

The condition of the Freshmen who enter with one year of German is still more unfortunate. Course 3 is for such students, and for others who wish to make some review of grammatical principles. The numbers in this course have been increasing steadily, until last term they reached 61. In spite of frequent written work with individual corrections, the results attained are very far from what they should be. Such elementary work cannot be well done without daily, individual oral drill. The class should be divided into three sections.

It is, of course, evident that no one is well fitted to teach a modern language who has no preparation beyond that offered by the high school and college. But the fact remains that many positions in our secondary schools are to-day filled by teachers with such equipment. Each year some of our own graduates undertake the teaching of German. I feel that it is not just to our standard of work, or to the reputation of the College, that we should continue sending out students with no better training than the present conditions admit. Thus, with no view to expansion, but merely in order to provide for good work in the courses already laid down, there is in my judgment imperative need of the entire time of an additional instructor in German (German 1, 5 hours; two sections of German 3, 8 hours; German 5, 2 hours).

Respectfully submitted,

ARLETTA M. ABBOTT.

Report of the Professors of English.

To the President:—

SIR: The following are the statistics of the courses in English that were offered in the Spring Term, 1900:

Number and Subject of Course	Number of hours per week	Men	Women	Total
6 Chaucer	5	3	16	19
9 Shakespeare.....	3	12	28	40
*3 Composition and Rhetoric.....	3	45	56	101
		<hr/> 60	<hr/> 100	<hr/> 160

Courses 6 and 9, elective, were offered by Instructor G. H. Durand; Course 3, required, by Instructor C. H. Gray.

The following are the statistics of the courses in English offered by me during the Fall Term, 1900, and the Winter Term, 1901:

Number and Subject of Course	Number of hours per week	Men	Women	Total
Fall, 1900.				
4 Advanced Composition.....	2	13	10	23
5 Old English Prose.....	5	3	8	11
9 Shakespeare	3	14	30	44
13 History of English Literature.....	2	11	25	36
		<hr/> 41	<hr/> 73	<hr/> 114
Winter, 1901.				
* 2 Composition	3	37	51	88
6 Old English Poetry.....	5	2	5	7
10 Shakespeare	3	11	55	66
13 History of English Literature.....	2	13	31	44
		<hr/> 63	<hr/> 142	<hr/> 205

Of the above-named courses, all are elective except Course 2, which is required of Sophomores. In this course I have the assistance of Mr. W. F. Bohn as a reader of themes.

A comparison of this report with that of Professor Luce will show that three hundred and ninety-eight students are enrolled in the English Department during the current term. Of these, three hundred and sixty-five are collegiate students, out of the total collegiate registration for the present term of four hundred and four. Due allowance being made for those who are taking two or more English courses, a conservative estimate would still show that two-thirds of the collegiate students receive instruction in the Department of English. This fact is not without its bearing upon the plea that I submit herewith.

Permit me to bring to your attention what seems to me the most imperative need of the Department of English, and one of the most urgent re-

* Required.

quirements of the College in general, the establishment of a Department of English Composition, presided over by a trained student of the subject. It is becoming more and more evident that the gifts and the discipline essential to the interpretation of literature or to the study of linguistics are quite different from those that enable a teacher to stimulate young men and women to what is, in its degree, creative work. In no subject of the curriculum has it been found more difficult to interest students than in the required work in composition, and in none, perhaps, has it been so difficult to obtain any but the most mechanical results. This is the more lamentable because, under proper conditions, no subject, in my opinion, is more truly cultural, none so well calculated to render students sensitive to the effectiveness of refined and forceful speech. The detailed, individual criticism of habits of thought and language, which is difficult to obtain in other departments, is the very essence of this. Such criticism our students sorely need. They need to have their interest stimulated, their individual efforts directed, their individual faults exposed. With the present staff of instructors, this is absolutely impossible.

The work in literature must not, of course, be sacrificed to the work in composition. Our literary courses should be more rather than less numerous. Obviously, the appointment of a Professor of English Composition would enable the two Professors of English Literature to increase their list of electives, and thus to offer a course more completely representative of our literary history. It would also render possible elective courses in composition in the Junior and Senior years, for which there is great demand.

Finally, I beg leave to say that, in my judgment, two hours a week throughout the Freshman and Sophomore years should be devoted to the required work in composition. This is evidently impossible with our present force.

Respectfully submitted,

C. H. A. WAGNER.

To the President:—

SIR: In that part of the English Department which is under my charge three courses are given, one, English 1, by Miss Mary E. Barrows, and two, English 8 and 12, by myself. In the work of English 1 Miss Edith Dickson has read nearly half the themes. Subjoined is a table giving statistics as to the number of students in each course. English 1 is required; the other courses are entirely elective.

Number and Subject of Course		Number of hours per week	Men	Women	Total
Fall, 1900.					
English	r. Rhetoric and Composition (five sec- tions).....	1	85	83	168
English	8. Chaucer.....	3	2	7	9
English	12. Nineteenth Century Masterpieces..	3	10	30	40
			<hr/>	<hr/>	<hr/>
			97	120	217
Winter, 1901.					
English	1. Rhetoric and Composition (five sec- tions).....	1	71	75	146
English	8. Chaucer.....	3	2	5	7
English	12. Nineteenth Century Masterpieces..	3	12	28	40
			<hr/>	<hr/>	<hr/>
			85	108	193

Respectfully submitted,

ALICE H. LUCK.

Report of the Professor of Oratory and Rhetoric.

To the President:—

SIR: No changes have been made during the year in the courses offered by this department. The work is entirely elective, and a steady interest is maintained by the students. There has been some demand on the part of students for additional courses, but it does not seem wise to encourage any to elect in a college course more work of this nature than is at present offered.

In addition to the work done in classes I find it necessary to give much private time to those electing in this department. The number of hours therefore given in appended schedule does not represent fully the work done. One-third of my time is given to the Theological Seminary in classroom and private teaching.

The department is gratified with the success of our representatives in debate who brought honor to themselves and the College in the annual debate of the Ohio Intercollegiate Debating League. As a result of this victory the interest in debate has been heightened to a marked degree.

The following shows the courses and the number of students electing each for the year :

Number and Subject of Course	Number of hours per week	Men	Women	Total
Spring, 1900.				
4 Oratory, two sections.....	3	32	3	35
5 Debate.....	2	16	0	16
5 Dramatic Reading.....	2	9	8	17
		57	11	68
Fall, 1900.				
Gen. Course, Elocution, two sections.....	3	41	21	62
Winter, 1901.				
Oratory, two sections.....	3	31	7	38
Argumentation.....	2	11	0	11
		42	7	49

In addition to the preceding I had the following courses in the Seminary:

First Semester, 1900	Men	Women	Total
Elocution (b)	7	0	7
Second Semester, 1901			
Elocution (a)	12	1	13

Respectfully submitted,

WILLIAM GEORGE CASKEY.

Report of the Professor of Philosophy.

To the President:—

SIR: The only change, this year, in those courses which I offer in connection with the College Department, is that the course in *Microcosmus* is being tried as a three-term course instead of a two-term course. This seems likely to prove a gain to the students, since the element of time is a large one in getting really into the philosophic spirit. If it seems best to continue this plan, it may require some re-adjustment of my courses.

My general work is spoken of in the report upon Theology.

One hesitates to urge increased expenditure at any point; but I should fail in my duty to the Department of Philosophy, if I did not emphasize strongly the serious need of equipment for the psychological laboratory, to which Dr. MacLennan has already called attention.

The statistics of the courses taught by me in connection with the College Department follow:

Number and Subject of Course	Number of hours per week	Men	Women	Total
Spring, 1900.				
Philosophy 10. Bearings of Evolution.....	5	12	11	23
Fall, 1900.				
Philosophy 6. The Microcosmus.....	5	15	10	25
*Bible 13. Outline of Christian Theology.....	1	25	41	66
		40	51	91
Winter, 1901.				
Philosophy 6. The Microsasmus.....	5	10	10	20
*Bible 13. Outline of Christian Theology.....	1	24	43	67
*Bible 1. Synoptic Gospels.....	2	85	77	162
		119	130	249

Respectfully submitted,
HENRY CHURCHILL KING.

Report of the Professor of Psychology and Pedagogy.

To the President :—

SIR : I wish to call attention once more to the needs of the Psychological Laboratory. There is an absolute need for a yearly appropriation of \$300, and an amount equal to that mentioned last year as a general appropriation. Until the yearly appropriation is made the Laboratory can have none but a precarious existence.

The following table shows the number of students under my care in the departments of Philosophy and Pedagogy.

PHILOSOPHY.				
Number and Subject of Course	Number of hours per week	Men	Women	Total
Spring, 1900.				
4 Introduction to Philosophy.....	3	11	9	20
3 Introductory Logic.....	2	5	5	10
5 Advanced Psychology.....	5	3	2	5
		19	16	35

*Required.

Fall, 1901.

*1	Introductory Psychology.....	5	37	51	88
7	History of Philosophy.....	5	6	1	7
9	Advanced Ethics.....	2	3	0	3
			46	52	98

Winter, 1901.

*2	Introductory Ethics.....	5	42	45	87
7	History of Philosophy.....	5	4	1	5
9	Advanced Ethics.....	2	4	0	4
			50	46	96

PEDAGOGY.

Spring, 1900.

13	Theory of Education.....	3	1	8	9
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Fall, 1900.

11	History of Education.....	3	2	9	11
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Winter, 1901.

12	Educational Psychology.....	3	0	13	13
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Respectfully submitted,

S. F. MACLENNAN.

Report of the Associate Professor of Economics and Sociology.

To the President:—

SIR: Owing to the change made in this department during the summer, I am able to present a report covering only the period since the opening of the College in September. In entering upon the work of the department I have endeavored to ascertain and follow out the plans of my predecessor, in order to interrupt as little as possible the continuity of the work. I have given in the main the courses which were scheduled in the catalogue, as those seemed best suited to the needs of the students. In one respect I have preferred to introduce a change, namely in the method of conducting the Economic Seminar. Instead of treating a number of topics, we have confined ourselves for the term to one subject: in the Fall we took up the problem of "Monopoly and Trusts," and this term are discussing "Municipal Government." As in the past, membership in the Seminar is limited to eight. Statistics as to the other courses are given below.

During each term I have taught twelve hours a week. With the interest in debating and the work of the literary societies more time than twelve hours a week has been given to college work. In addition to this

* Required.

I have published three longer articles and several book-reviews since my residence in Oberlin. These are: "The Machinists Strike, 1900," in *The Yale Review*, November, 1900; "The Anthracite Coal Strike" in *Bibliotheca Sacra*, January, 1901; "The Chicago Building Trades Dispute," in the *Political Science Quarterly*, March, 1901. The book-reviews have appeared in the *Annals of the American Academy for Political and Social Science*, for January and March.

The following table shows the number and subject of courses, hours per week, and number of students electing same:

Number and Subject of Course		Number of hours per week	Men	Women	Total
Spring, 1900.					
2	Economics	3	20	6	26
4	Economics	2	21	0	21
3	Sociology	2	25	16	41
3	Political Science.....	3	27	8	35
5	Economic Seminar.....	2	8	0	8
			101	30	131
Fall, 1900.					
Econ. 1	Political Economy.....	5	34	24	58
Econ. 4	Money and Banking.....	3	8	0	8
Soc. 1	Anthropology	2	16	4	20
Econ. 5	Economic Seminar.....	2	8	0	8
			66	28	94
Winter, 1901.					
Econ. 2	Socialism and Social Reform.....	5	24	6	30
Soc. 2	Sociology.....	2	15	5	20
Pol. Sci. 4	Comparative Politics.....	3	20	2	22
Econ. 5	Economic Seminar.....	5	8	0	8
			67	13	80

Respectfully submitted,
ERNEST L. BOGART.

Report of the Professor of History.

To the President:—

SIR: My courses in history have been as follows:

Number and Subject of Course	Number of hours per week	Men	Women	Total
Spring, 1900.				
10 American History (Int.).....	2	14	15	29
11 American History (Adv.).....	3	8	5	13
12 English History	5	3	6	9
		<hr/> 25	<hr/> 26	<hr/> 51
Fall, 1900.				
10 American History (Int.).....	2	22	18	40
11 American History (Adv.).....	3	9	4	13
12 English History	5	4	2	6
		<hr/> 35	<hr/> 24	<hr/> 59
Winter, 1901.				
10 American History (Int.).....	2	12	12	24
11 American History (Adv.).....	3	8	10	18
12 English History	5	4	1	5
		<hr/> 24	<hr/> 23	<hr/> 47

The work in early English History, with its study of Anglo-Saxon Government and its tracing of Norman influence upon Government and Legal Procedure, with its investigation of the origin of the Common Law and of the principle of Representation in Government, has been full of interest to me, and though the class has been small, there has seemed to me an unusual interest in their study.

The work in American History has been helpfully supplemented by the term papers. By the private reading required for these papers the student has been called upon to make himself quite familiar with a different period from that treated in the lectures. In this way an objection, that too much attention has been given to the early period, is at least in part obviated. Some of the subjects of these term papers have been these. (1) Hamilton's Financial Policy. (2) Jefferson as a Party Leader. (3) The Louisiana Purchase. (4) Burr's Conspiracy. (5) Henry Clay. (6) Daniel Webster. (7) The Annexation of Texas. (8) The Abolition Movement. (9) The Compromise of 1850. (10) Early California. (11) Whitman and Early Oregon. (12) Mormonism. (13) Douglas and the Kansas-Nebraska Bill, etc. The reading given to these papers has almost uniformly been quite wide and well directed, and the working out of the papers I consider very creditable to the students.

Respectfully submitted,

L. B. HALL.

Report of the Professor of Mediaeval History.

To the President:—

SIR : I did not teach during the Spring Term, therefore this report begins with the Fall Term of the present College year.

The statistics of the different classes taught by me during the Fall and Winter terms are:

Number and Subject of Course	Number of hours per week	Men	Women	Total
Fall, 1900.				
4 Mediæval History.....	5	25	32	57
1 Spanish History, lectures.....	2	40	58	98
7 History of Mediæval Architecture.....	2	12	21	33
		77	111	188
Winter, 1901.				
5 History of the Reformation and Thirty Years War.....	5	16	26	42
2 Italian History, lectures.....	2	41	51	92
8 History of Italian Renaissance Painting.....	2	12	21	33
		69	98	167

Course 4 is open to Juniors and Seniors.

Courses 5, 7 and 8 are open to students who have had Mediaeval History.

Courses 1 and 2 are open to Freshmen and other students equally advanced.

I am very grateful for the privilege of teaching these delightful subjects to earnest enthusiastic students.

Before closing this report I wish to refer to a limitation in the History Department that causes a daily embarrassment to both teacher and students. Especially is this true when the instruction is given by lectures. Think of sending *ninety* students to the library to look up—say the life of Theodoric the Ostrogoth, and telling them “the best account will be found in Hodgkin”—when you know and they know there is but *one* copy of Hodgkin on the library shelves. Teaching under such conditions comes far short of its possibilities.

There ought, at once, to be placed on the reference shelves of our library one thousand dollars worth of histories, not a great variety of authors, but fifteen or twenty copies of many standard works.

Respectfully submitted,

A. A. F. JOHNSTON.

Report of the Professor of Bibliography.

To the President:—

SIR: The aim of the courses in Bibliography is to give the students electing them (1) a familiarity with the methods employed by libraries in classifying, cataloging and handling their collections, (2) an acquaintance with the principal bibliographies, general, national and special, as well as with the chief books of reference, and (3) an outline of the history of the printed book, including the development of the book-trade and of the book-arts. It is my hope that the courses may be elected in the earlier years of a student's course of study, so as to give material aid to the work of the later years. While it is my constant endeavor by questions and assigned exercises to make the work of immediate practical benefit, I nevertheless wish it to be in breadth and scope, worthy of its place in a course aiming at general culture. The number of students electing the work will probably never be large. The present year, however, owing to the changes in admission requirements the course was largely elected by Freshmen in the fall, all of whom were unable because of required work to continue this elective in the winter.

Number and Subject of Course		Number of hours per week	Men	Women	Total
Fall, 1900.					
1	Bibliography	2	10	24	34
Winter, 1900.					
2	Bibliography	2	3	9	12

Respectfully submitted,

AZARIAH S. ROOT.

THEOLOGICAL SEMINARY.

Report of the Professor of Old Testament Language and Literature.

To the President :

SIR : The following table presents concisely the work of this department during the past year. The required work in Bible of the College Juniors, though not falling under the regular work of the department, is presented in connection with it for the sake of convenience.

Number and Subject of Course	Number of hours per week	Men	Women	Total
Spring, 1900.				
Hebrew "a".....	5	6	0	6
Hebrew "b".....	2	2	0	2
Old Test. Introd. 1.....	3	23	2	25
*Old Test. "c" (College Juniors).....	3	33	52	85
		<hr/> 64	<hr/> 54	<hr/> 118
Fall, 1900.				
Hebrew "a".....	5	6	0	6
Hebrew "b".....	2	5	0	5
Old Test. Theology	3	20	1	21
		<hr/> 31	<hr/> 1	<hr/> 32
Winter, 1901.				
Hebrew "a".....	5	6	0	6
Hebrew "c".....	2	5	1	6
Old Test. Introd. 2.....	3	21	1	22
		<hr/> 32	<hr/> 2	<hr/> 34

It will be noted that the numbers in advanced Hebrew work are steadily increasing. This is as it should be. So many as possible of our thoroughly trained ministers should read the Old Testament in the original, especially in view of the present problems of Old Testament study.

The entire Old Testament work has been recast, as the result of the experience of the past two years, making it, it is believed, more positively constructive, more thorough, and a more effective preparation for a useful and aggressive ministerial service.

Attention is called to the fact that the two courses in Old Testament introduction provide for the careful reading and study of the *entire* Old Testament in the revised English version, together with the concise statement in writing, as the result of this study, of *the entire substance of its thirty-nine books*.

*Required.

The work of the students is very highly gratifying. Hard work is being thoroughly and enthusiastically done. I regret to say that the library is sadly deficient in the best and latest Old Testament books.

Respectfully submitted,

GEORGE S. BURROUGHS.

Report of the Professor of New Testament Language and Literature.

To the President:—

SIR: The work described in the catalogue has all been regularly given, and the number of students in each course is herewith submitted:

Number and Subject of Course	Number of hours per week	Men	Women	Total
First Semester.				
*New Test. "a" Exegesis of Mark and Acts, 1-15	4	11	1	12
*Gen. Introduction to New Testament.....	1	11	1	12
New Test. "d,"	2	6	0	6
New Test. Seminar, Johannine Theology.....	2	4	0	4
Bib. Theol. I, Teaching of Jesus.....	2	14	1	15
		<hr/> 46	<hr/> 3	<hr/> 49
Second Semester.				
*New Test. "a"	4	9	1	10
*Gen. Introduction to New Testament.....	1	9	1	10
New Test. "d"	2	5	0	5
New Test. Introduction I.....	3	15	1	16
		<hr/> 38	<hr/> 3	<hr/> 41

The increased requirement for admission to the Seminary has secured a body of students unusually well prepared to do the grade of work prescribed in the curriculum. All the work of the department is conducted on the seminar plan, by which students are first brought, as far as possible, to the original sources of information, directed in their investigation, and afterward introduced to the best literature of the various subjects under discussion.

The courses in Introduction, Exegesis, and Biblical Theology are so arranged that those who take both required and elective courses can in three years go over the entire New Testament, partly in English and partly in Greek. The courses in Introduction are so conducted as to give a thorough acquaintance with the various books studied, and to raise the principal exegetical problems in each. In this way a great deal of work in

*Required.

the English New Testament is provided, without at all decreasing the amount of work in Greek ordinarily offered in theological seminaries.

I have during the past year directed the exegetical work of some students after their graduation from the Seminary, and expect to do so to a greater extent in the future.

Respectfully submitted,
EDWARD I. BOSWORTH.

Report of the Professor of Church History.

To the President :—

SIR: This eighth annual report can show some gains over the first years in the character of the work done. The seminar or half-seminar method is now employed in all the four classes. And as a means of saving time for the students full outlines, with valuable readings indicated, have been typed and placed in their hands. Independent research and production are sought as the ends to be attained by our seminary work together. More and more attention is being given to the analysis of historical characters and doctrines as a necessary preparation for any valuable constructive results. Few students coming from the colleges to our seminaries know how to get at historical *sources*, or how to *use* books. Fewer still bring with them any facility in historical analysis.

Last year, in a seminar on dogma, I began the study of the early Christian sources with the view to teaching the fundamental methods of doctrinal analysis. I am continuing the course this year on the Doctrinal Analysis of Historical Creeds of the early church, the churches of the Reformation, and the churches in America.

A small part of the course on Modern German Theology is to appear in book form—from the publishing house of Longmans, Green & Co.—Containing a historical exposition of the Theology of Albrecht Ritschl.

Subject of Course	Hours per week	Required	Elective	Total Students
First Semester, 1900.				
Gen. Church History	3	8	2	10
History of Dogma.....	3	3	3	6
History of Dogma, Seminar	2	0	5	5
Modern German Theology, Seminar	3	0	3	3
		11	13	24
Second Semester, 1901.				
Gen. Church History	3	8	2	10
History of Dogma	3	3	3	6
History of Dogma, Seminar	2	0	4	4
Theology in America, Seminar	3	0	10	10
		11	19	30

Needs.—Two urgent needs may be mentioned. *First*, more means for books. The entire fund available for the development of Church History is \$35 a year, which is so manifestly inadequate that further emphasis of this need is not necessary. *Second*, financial relief so as to take the care of Council Hall off the Theological Faculty's Committee. This committee for the last six years has been giving personal attention to the Hall without expense to the college, and in this way have saved between \$600 and \$700 a year. Only the financial stress of these years, and the desire to prevent a deficit in the Theological Department, have made us willing to continue this excessive service. To look after all the personal details of renting rooms to between fifty and sixty young men, superintending the work of ten young men as janitors, caring for the repairs of furniture and bedding, collecting room rent, etc., etc., lays duties and responsibilities upon the chairman of this committee which are not borne by any other member of the Faculty or by any College officer. An appropriation of \$600 a year for a competent janitor and superintendent of Council Hall would be necessary to place the Theological Department on an equal basis with the other departments of the College.

Respectfully submitted,

ALBERT T. SWING.

Report of the Professor of Theology.

To the President:—

SIR: The method and courses, followed in my teaching in connection with the Theological Department, are the same as last year, and have been fully described in preceding reports. The statistics of the different courses follow:

Number and Subject of Course	Number of hours per week	Men	Women	Total
Spring, 1900.				
*Theology II	5	8	0	8
Fall, 1900.				
*Theology II	5	10	0	10
*Theological Encyclopedia.....	2	9	1	10
		19	1	20
Winter, 1901.				
*Theology II	5	10	0	10

The Alden Fund is a great help in increasing our library facilities; but enlarged endowment for the library remains still our greatest need.

*Required.

Perhaps the most important of numerous addresses and lectures for the year have been a series of addresses during Holy Week at the First Congregational Church in Detroit, an address on "The Relation of Higher Criticism to the Spirit of Evangelism," at the Michigan State Congregational Association, the Reunion address on "Theology in Terms of Personal Relation," and a series of four addresses at the Chautauqua Assembly on "Conditions of Deepening Friendship with God." I also taught two courses in connection with the ten days' Y. M. C. A. Conference at Northfield, Mass.

The chief publications of the year in addition to reviews and brief contributions for the *Biblical World*, are two articles in the *Bibliotheca Sacra* on "Religion as a Personal Relation," and "Theology in Terms of Personal Relation," and three books,—a new edition of the Outline of the Microcosmus, a brief book on "The Appeal of the Child," and another book on "Reconstruction in Theology," just publishing by the Macmillan Company.

Respectfully submitted,

HENRY CHURCHILL KING.

Report of the Professor of Homiletics and Pastoral Theology.

To the President:—

SIR : In my Homiletic work, course a, the past year I have used for a text-book the excellent manual of Professor T. H. Pattison of Rochester Theological Seminary, "The Making of the Sermon." As a manual of instruction it is unsurpassed, combining the merits of an admirable arrangement of matter with a literary art and profusion of illustration that make it interesting as a study and easily remembered. I have adopted the use of this text-book for the class-room, in place of lectures of my own upon the subject, in deference to the growing sentiment that teaching by text-book is, on the whole, better for the student than teaching by lectures. Whether it will prove so in my teaching I am not yet quite clear. Longer trial of the method is needed to prove this. At any rate, the adoption of a new method has given me the benefit of a change—which of itself invests the study with a new interest likely to be reflected in the instruction.

I have added to my course this year upon "The Great Preachers" of the past, course b, two new lectures upon Bossuet and the French preachers.

In my instruction in Homiletics I emphasize more and more the value of good models as object lessons in the preacher art. They inspire as well as instruct in the best methods of preaching the Gospel.

The courses in Practical Theology are substantially the same this year as last, with such modifications as an adaptation to the changing years may suggest.

The statistical tables subjoined indicate the courses of instruction given and the number of students that have taken them.

Number and Subject of Course	Number of hours per week	Men	Women	Total
Spring, 1900.				
b Homiletics	2	9	0	9
Preaching Exercise.....	1	36	0	36
Sermon Plans.....	1	12	0	12
Missions.....	2	8	0	8
c Practical Theology.....	2	6	0	6
Church Polity (course in four weeks).....	3	8	0	8
Sermon Criticism.....	1	12	0	12
		<hr/> 91	<hr/> 0	<hr/> 91
Fall, 1900.				
*a Homiletics	3	10	0	10
Preaching Exercise.	1	39	0	39
Sermon Plans.....	1	8	0	8
a Practical Theology.....	3	6	0	6
b Practical Theology.....	2	6	0	6
		<hr/> 69	<hr/> 0	<hr/> 69
Winter, 1901.				
b Homiletics	2	8	0	8
Preaching Exercise.....	1	39	0	39
Sermon Plans.....	1	12	0	12
Practical Theology.....	2	5	0	5
Missions.....	2	4	0	4
		<hr/> 68	<hr/> 0	<hr/> 68

Respectfully submitted,

A. H. CURRIER.

Report of the Slavic Department.

To the President :—

SIR : In several ways the current year has been the best in the history of the department. In the first place, the attendance is the largest we ever had, numbering fourteen men, from four different States and one foreign country (Connecticut, Pennsylvania, Kansas, Minnesota and Austrian Silesia), and representing four nationalities (the Bohemian, Slovak, Polish and Magyar). Again fully one-half of the students are entirely self-supporting. This is a new departure and promises well for the future of the department. Four of the students, also, are men of exceptional ability and promise, all of them expecting to enter specially important fields of Christian work among our foreign population.

*Required.

The studies pursued have been English Grammar, Arithmetic, Physical Geography, Civil Government, General History, Physiology and Latin, all in the Academy; Bohemian, English, Inductive Logic, Psychology, Ethics, and Systematic Theology, in the Slavic department proper; and Church History, Homiletics, Elocution, the English Old Testament and the Greek New Testament in other departments of the Seminary.

The financial condition of the department remains unrelieved. The Slavic Committee find it increasingly difficult to raise the necessary funds for our current expenses, while an adequate endowment seems yet a great way off. The "Behrends plan" of enlisting the Congregational churches of our country in making permanent annual contributions to the Slavic department has not worked as well as has been expected. On the part of our two Oberlin churches it has met with a generous response.

Respectfully submitted,

LOUIS F. MISKOVSKY.

ACADEMY.

Report of the Principal of the Academy Department.

To the President:—

SIR: The teachers of the Academy desire to recommend some considerable change in the courses of study pursued in the Academy. In the courses that have been followed for the last ten years, a number of subjects were studied for a single term only. Such brief courses and such frequent changes have proved unsatisfactory to teachers and unprofitable to students. The new plan contains no subject which a student does not continue for an entire year. The second advantage sought in the new courses is a much larger opportunity for the study of English. The present courses give to this most important subject, after the completion of English Grammar, but one hundred and forty class hours. The new course will provide almost exactly three times as many hours. During my experience in the Academy nothing has proved so unsatisfactory as the effort, in the time allotted, to do the work required for admission to the colleges in English. With the change in the course, it is proposed to transfer one of the teachers already employed in the Academy to the department of English, so that the entire time of two teachers will be given to this department. The work of the first term in the Junior year of the Academy will be in English Grammar. The

remainder of the time devoted to English will be given to the study of Composition and Literature. The new course will also provide one-third more time for each of the subjects of Algebra, Geometry, and Physics.

In the Scientific Course, even with the new arrangements, there will still be a very serious defect. This is in the work offered in Science. A scientific course is hardly worthy of the name when the only work offered in a scientific line is a single year in Physics. It is absolutely essential to the success of this course that another year's work in Science, either Chemistry or Biology, be provided in the immediate future.

CLASSICAL COURSE—PROPOSED ARRANGEMENT.

Junior Year.

Fall.	Latin 6. †	English 5.	Algebra 5.
Winter.	Latin 6.	English 5.	Algebra 5.
Spring.	Latin 6.	English 5.	Algebra 5.

Junior Middle Year.

Fall.	Latin 5.	English 5.	History 4.	Algebra 2.
Winter.	Latin 5.	English 5.	History 4.	Algebra 2.
Spring.	Latin 5.	English 5.	History 4.	Algebra 2.

Middle Year.

Fall.	Latin 4.	Greek 5.	Geometry 4.	English 2.
Winter.	Latin 4.	Greek 5.	Geometry 4.	English 2.
Spring.	Latin 4.	Greek 5.	Geometry 4.	English 2.

Senior Year.

Fall.	Latin 4.	Greek 5.	Physics 4.	English 2.
Winter.	Latin 4.	Greek 5.	Physics 4.	English 2.
Spring.	Latin 4.	Greek 5.	Physics 4.	English 2.

A course of one hour each week in Bible is required of all students.

CLASSICAL COURSE—PRESENT ARRANGEMENT.

Junior Year.

Fall.	Latin 6. †	English 5.	Arithmetic 4.
Winter.	Latin 6.	English 5.	Physiology 4.
Spring.	Latin 6.	English 5.	Physical Geography 4.

Junior Middle Year.

Fall.	Latin 6.	Algebra 5.	English 4.
Winter.	Latin 6.	Algebra 5.	History 4.
Spring.	Latin 6.	Algebra 5.	History 4.

Middle Year.

Fall.	Latin 4.	Greek 5.	Physics 4.
Winter.	Latin 5.	Greek 5.	Civil Government 4.
Spring.	Latin 5.	Greek 5.	Physics 4.

Senior Year.

Fall.	Latin 5.	Greek 4.	Geometry 4.
Winter.	*German 5.	Greek 5.	Geometry 4.
Spring.	Latin 5.	Greek 5.	German 4.

* Or French.

A course of one hour each week in Bible is required of all students.

† Number of hours per week.

The Philosophical Course differs from the Classical only in the substitution of a modern language instead of Greek.

The Scientific Course differs from the Philosophical only in the substitution of Drawing and Botany for the two terms of Latin in the Senior year.

Seventy-seven students who were in the Academy last year entered Oberlin College this year. Several others entered prominent colleges in the east and west.

At the request of the Faculty, for the third time last year I spent the Spring Term in visiting High Schools. My work in this direction was seriously interrupted, but about thirty-five schools were visited. As a result of the three years' experience in this visitation of High Schools, I should like to urge again, the appointment, as early as possible, of some suitable man to do this work continuously and systematically.

Respectfully submitted,

JOHN FISHER PECK.

CONSERVATORY OF MUSIC.

Report of the Director of the Conservatory.

To the President:—

SIR: The prosperity of the Conservatory of Music during the past year has been gratifying to its friends, and, we hope, gives promise for the future of still greater usefulness.

The following table shows the number of students during the past year:

Spring, 1900.	Women, 310;	Men, 76.	Total, 386.
Fall, 1900.	" 345;	" 71.	" 416.
Winter, 1901.	" 385;	" 76.	" 461.

Table showing number who have studied in both College and Conservatory:

						Total
Spring, 1900.	Conservatory and College,	76;	Conservatory alone,	310.		386
Fall, 1900.	" " "	101;	" "	305.		416
Winter, 1901.	" " "	123;	" "	336.		461

The Conservatory Faculty at present comprises nine professors and fifteen instructors. The following table gives departments taught, with number of students in each:

	Spring 1900.	Fall 1900.	Winter 1901.
Harmony.....	72	156	171
Counterpoint.....	24	26	17
Fugue.....	8	8	6
Musical History.....	62	46	48
Analysis.....	25	15	14
Pianoforte.....	280	340	340
Organ.....	47	51	52
Singing.....	169	195	244
Violin.....	37	31	40
Violoncello.....	3	2	3
Wind Instruments.....	4	6	7
Ear Training.....	23	37	80
Choral Singing.....	50	82	83

The graduating class this year will number only five, two promising students having been unable to return.

The personnel of the Conservatory Faculty remains essentially the same from year to year. Mr. George C. Hastings, who graduated with honor from the Conservatory at the last commencement, was retained as an assistant in the organ and pianoforte departments.

After very careful consideration, and consultation with Dr. Luce and as many as possible of those who have to do with the Woman's Department, and with a view, 1st, to relieving as much as possible the burdens which the large number of women in the Conservatory bring to the Woman's Department, and 2nd, to giving these women more careful supervision than has hitherto been possible, it has been thought wise to appoint a Dean to Conservatory Women, who should coöperate with Dr. Luce and, under the direction of the Woman's Board, do all possible toward the accomplishment of the two purposes of her appointment.

Mrs. Harmonia W. Woodford, a graduate of Oberlin College in 1872, A. M. 1875, has been called to this work, and she entered upon its duties at the beginning of the present school year.

Near the beginning of the Winter Term it became evident that our teaching force in Vocal Culture was likely to be inadequate to the demands that it seemed probable might be made upon it. In the emergency we fortunately were able to secure the partial services of Mr. Thomas Henderson, C., of Cleveland, who in addition to thorough study in this country, had spent two years in study abroad. He is working with good success upon an appointment for the balance of the school year.

Considerable interest has of late developed in securing for Warner Concert Hall a good organ that should be an instrument in some sense worthy of the abilities of the man who stands at the head of the Organ Department.

The first substantial encouragement to the enterprise came recently in the gift from the Musical Union of \$1,000. Professor Andrews is working quietly among his friends to raise the remaining amount which is thought necessary to secure the instrument needed.

Perhaps the most pressing need of the Conservatory just now is rooms for practice. Warner Hall furnishes about sixty-five practice-rooms, which accommodate about one hundred and fifty students. Beyond this, the students have to find their practice in the homes of the town. This arrangement is an unfortunate one, involving as it often does the use of pianos of doubtful value and in bad repair; sometimes in rooms not properly warmed, or where the use has to be shared by members of the family or others. The Conservatory has a sinking fund of a few thousand dollars that it has been accumulating for several years to protect it against financial reverses and also to provide the necessary instruments for carrying on its work. This fund might be used to begin an addition on the west side of Warner Hall, but would not be sufficient to finish and furnish it. The need is an urgent one, and should in some way be met without delay.

Respectfully submitted,

F. B. RICK.

DRAWING AND PAINTING.

Report of the Instructor in Drawing and Painting.

To the President:—

SIR: During the Spring, Fall and Winter Terms, one hundred and eighteen students have been enrolled in this department.

Drawing has constituted a large part of the work, as this knowledge is the most essential, if the study is continued as a life work, and will be the most useful, if only a short time is given to it.

Four young men and twenty-four young women from the College have elected drawing.

In the required work of the Scientific Course there were fourteen young men and three young women.

Twenty young women have combined the work of the Art Department and the Conservatory.

Sixteen young women from the Kindergarten Training Class have received weekly instruction of one hour.

I am glad to report a steady increase in the number of students who are making a specialty of the work of this department. During the year 1894-95, my first year in Oberlin, there were but eight classed as art students. This year in the Fall and Winter Terms alone there are thirty-one.

I expect very soon to have an exhibition of about one hundred pieces of work from the Art Students League of New York, which I hope will be an education and a real incentive to my pupils.

On account of an increase in work, and the advantage derived from out-of-door sketching, I shall try to secure an assistant for the Spring Term.

Respectfully submitted,

EVA M. OAKES.

SUMMER SCHOOL.

Report of the Summer School.

To the President:—

SIR: The courses offered in the Summer School for 1900 were much the same as in previous years. The only courses which had not been offered before were: a course in Botany by Professor Grover; one in Psychology by Professor MacLennan; one in Greek Vase Painting by myself; one in Government in America, and one in Bibliography and Library Methods, both by Professor Root.

The special lecturers were President Barrows, Professors Caskey, Denison, Hall, King, MacLennan. The lectures, which were delivered in Sturges Hall, were open to citizens as well as students and were much appreciated.

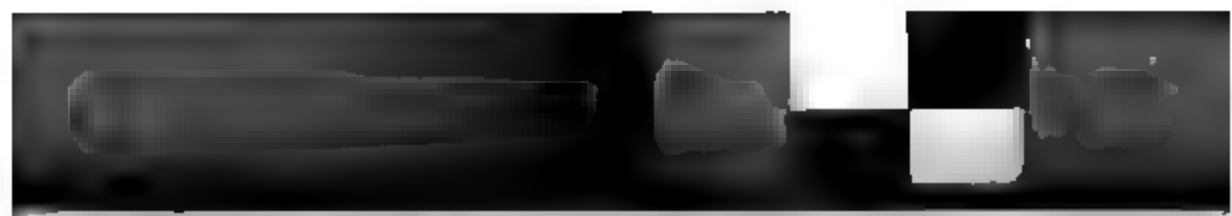
The expenses were fully met. The attendance was one hundred and four, a number slightly smaller than for the previous summer. It is probable that this difference is to be explained by the fact that since commencement in 1900 came one week later, the Summer Session did not close till August 18, and thus the vacation, especially for teachers in the public schools who might wish to attend the Summer Session of the College, was rendered very short.

There is, so far as I know, only one summer school with a session as long as ours. Those of Harvard, Columbia, Cornell, and Ann Arbor are some less, but none more than six weeks in duration. A session of not more than six weeks would probably benefit the Summer School of Oberlin, first by increasing the attractiveness of summer work to members of the Faculty, and secondly by a probable increased attendance on the part of the teachers in the public schools.

Respectfully submitted,

CHARLES B. MARTIN,
Chairman of the Committee.





Treasurer's Statement.

1900.



Treasurer's Statement.

TO THE BOARD OF TRUSTERS OF OBERLIN COLLEGE:—

The Treasurer of the College submits his Annual Statement for the year ending August 31, 1900, as follows:

The funds separately invested are:

	PRINCIPAL, August 31, 1900.	NET INCOME.
University Endowment (part of)—		
University houses and lands.....	\$ 20,386 07	\$ 425 04
Construction account—Baldwin Cottage.....	13,470 31	78 21
" Talcott Hall.....	14,720 03	1,187 21
Advances to Sundry Accounts.....	2,762 50	161 90
C. G. Finney Memorial Fund—		
Mortgages and real estate.....	66,825 00	3,669 23
Cash in bank.....	8,486 28	
Straus Fund—		
Oberlin real estate.....	31,380 25	
Springer Fund—		
Cleveland real estate.....	4,953 40	370 99
Foltz Tract Fund—		
Bonds.....	583 13	25 60
Totals.....	\$ 163,566 97	\$ 5,918 18

The other Funds are invested as a whole. A summary statement of these investments with the net income thereof, is as follows:

	PRINCIPAL, August 31, 1900.	NET INCOME.
Notes and mortgages.....	\$ 377,843 49	\$ 24,997 38
Stocks, bonds, and collateral Loans	131,753 17	8,334 67
Real estate.....	232,549 86	7,668 78
Advances to sundry accounts.....	40,027 49	
Cash in bank.....	119,437 58	1,709 43
Cash in Treasurer's office.....	1,608 89	
Totals of general investments.....	\$ 903,220 48	\$ 42,710 26
Total of special investments.....	163,566 97	5,918 18
	\$ 1,066,787 45	\$ 48,628 44

The above investments are stated in detail, beginning at page 155 of this report.

The net income of general investments \$42,710 26 has been divided at the rate of 5.12% among the funds to which they belong. The fraction \$34.65 was credited to University account.

The excess of expenses over income in the accounts of University, College, Academy and Theological Seminary, combined as usual, was \$14,451.86. This, added to the accumulated deficit of previous years (\$9,507.73), made a total deficit of \$23,959.59 on August 31, 1900, which was cancelled by transfer from profits on sale of real estate to the amount of \$6,924 59, and by gifts amounting to \$17,035.00.

Gifts have been received during the year as follows:—

GIFTS FOR IMMEDIATE USE.

From Miss Mary Prunty, \$25.00 for current expense.

From Mrs. C. J. Parsons, \$10.00 for current expense.

From E. R. Root, \$10.00 for current expense.

From Edmund Hall, \$1,000.00 to be used under direction of the President of the College.

From C. F. Olney, \$500.00 to buy photographs of works of art.

From "A Friend," \$85.00 for the Library to buy books in Latin Department.

From "A Friend," \$160.00 for astronomical apparatus, College department.

From H. H. Johnson, \$50.00 as income to Janet Whitcomb scholarship

From Mrs. Ellen C. Stowell, \$75.00 to pay the annual term bills of a young woman in the College Department.

From L. H. Severance, \$7,500.00 to purchase site for new Chemical Laboratory.

From L. H. Severance, \$15,000.00 payment on construction account of the new Chemical Laboratory.

From Miss Jennie Baird, \$5.00 for the Jones Loan Fund.

From J. W. Mather, \$15.00 for the Conservatory Loan Fund.

From L. H. Field, \$133.32 for the English Course in the Theological Seminary.

From Citizens of Oberlin, \$471.00 their subscriptions to the Reunion expenses.

For beneficiary aid in the Theological Seminary, from—

Thomas Wilson.....	\$ 25 00	Second Cong.Church,Oberlin	\$ 79 24
George Gadsby.....	5 00	Pilgrim Church, Cleveland..	25 00

**For the support of the Slavic Department in the Theological Seminary,
from—**

Miss Anne Walworth.....	\$ 150 00	S. P. Harbison.....	\$ 50 00
A. K. Ely.....	100 00	C. A. Coffin.....	75 00
Alex. Maitland.....	100 00	Mr. and Mrs. Olney.....	50 00
Mrs. J. S. Kennedy.....	100 00	Elbridge Torrey.....	50 00
A. F. Schaffler.....	200 00	A. H. Gilbert.....	40 00
Estate of W. E. Dodge.....	100 00	W. J. Wilson.....	50 00
E. H. Baker.....	100 00	Mrs. J. A. Lane.....	30 00
John Sinclair.....	50 00	S. C. Smith.....	25 00
M. C. Borden.....	100 00	Miss Phoebe Baker.....	25 00
F. S. Jones.....	25 00	A. I. Root.....	25 00
M. B. Mason.....	25 00	S. E. Williamson.....	25 00
Mrs. Henry Farnham.....	30 00	Mr. and Mrs. T. P. Lyman.....	25 00
Geo. Hall.....	20 00	R. F. Smith.....	10 00
F. H. Schaffler.....	15 00	Mrs. M. D. Ellison.....	10 00
Alfred Chase.....	10 00	Ira G. Lane.....	10 00
S. P. Penn.....	10 00	Mrs. F. R. Otis.....	10 00
J. A. Kohont.....	10 00	C. A. Vincent.....	10 00
W. W. Mills.....	10 00	A. H. Currier.....	10 00
S. C. Dickinson.....	25 00	Frank Jezek.....	5 00
Miss Mary E. Goodwin.....	2 00	G. F. Wright.....	5 00
F. M. E. Turner.....	5 00	H. C. McLeod.....	1 00
Mrs. Jos. N. Smith.....	50 00	E. P. Ingersoll.....	10 00
"A Friend" in Chicago.....	50 00		
Eliot Congregational Church, Newton, Mass.....			25 00
Central Congregational Society, Brooklyn, N. Y.....			50 00
Pilgrim Church, Cleveland.....			62 71
Bohemian Church, Silver Lake, Minn.....			10 00
Congregational Church, Syracuse, N. Y.....			5 00
First Church Sunday School, Winona, Iowa.....			5 00
Bethlehem Church, Cleveland.....			19 04
First Church, South Norwalk, Conn.....			81 48
W. M. U. " " ".....			50 00
Ohio W. H. M. U.....			271 23
New York W. H. M. U.....			250 00
South Dakota W. H. M. U.....			43 50
Congregational Education Society.....			1000 00

Total amount of these gifts for immediate use is \$28,893.52 as is also shown on page 148 of this report.

For the payment of deficits from—

J. H. Barrows.....	\$ 1100 00	F. N. Finney.....	\$ 1000 00
A. C. Bartlett.....	1000 00	A. L. Barber.....	1500 00
L. H. Severance.....	5000 00	R. G. Peters.....	5000 00
I. W. Metcalf.....	500 00	P. D. Cravath.....	550 00
D. P. Allen.....	50 00	H. C. Ford.....	250 00
C. S. Mills.....	200 00	W. B. Chamberlain.....	50 00
J. G. W. Cowles.....	50 00	J. R. Severance.....	50 00
L. C. Warner.....	100 00	Noel Gale.....	50 00
Alex. Hadden.....	50 00	A. F. Hatch.....	100 00
N. P. Willard.....	25 00	Merritt Starr.....	125 00
Wm. M. Jones.....	10 00	A. O. Spence.....	10 00
"A Friend".....	5 00	F. M. Price.....	10 00
C. C. Vennum.....	200 00		

Total amount of these gifts for the deficit is \$16,985.00, as is also stated on page 148 of this report

GIFTS TO FORM NEW FUNDS OR INCREASE OLD ONES.

From J. H. Laird, of Hinsdale, Mass., \$5.00; a subscription to the Fairchild Professorship.

From Howard H. Russell, of Delaware, O., \$150.00; a subscription to the Fairchild Professorship.

From F. S. Bodle, of Oakland, Cal., \$100.00; a subscription to the Dascomb Professorship.

From Thomas A. Hall, of Chicago, Ill., \$100.00; a subscription to Library Endowment.

From J. H. Laird, of Hinsdale, Mass., \$15.00; a subscription to Library Endowment.

From Chauncey N. Pond, of Oberlin, \$211.37; addition to C. N. Pond Fund.

From Homer H. Johnson, of Cleveland, O., \$1000.00; to found the Janet Whitcomb scholarship.

From Mrs. F. E. Tracy, of Mansfield, O., \$1000.00; to found the Mrs. F. E. Tracy scholarship.

From Dudley P. Allen and Mrs. Emily Allen Severance, of Cleveland, O., real estate valued at \$6500.00; to found the Dudley Allen scholarship.

From estate of Susan S. Button, by sale of real estate, \$291.95; a fund for students in the Theological Seminary.

From Alumni, \$22,844.92; part payments on subscriptions to the Class Reunion Funds.

The total amount of the gifts to capital account is \$32,218.24, as is also shown on page 149 of this report.

Since the closing of the accounts for the year, gifts have been received as follows:

From A. C. Bartlett, of Chicago, Ill., \$5,000.00 to found the Frank Dickinson Bartlett Scholarship Fund.

Through Rev. C. S. Mills, of Cleveland, O., \$2,000.00 to establish The Andover Scholarships, founded in memory of John Smith of Andover, Mass., by his daughter.

From Mr. and Mrs. A. B. Taylor, of Lodi, O., deed to the Taylor Inn, a beautiful hotel building erected by Mr. A. B. Taylor at an expense of \$56,000.00.

From Mr. James B. Dill, of New York City, \$1,700.00 for the purchase and equipment of a foot ball field.

Further payments have been made on the Class Reunion Funds to the amount of \$2,302.73.

From Lucien C. Warner, of New York City, \$20,000.00, part of his gift for the construction of a Men's Gymnasium.

From L. H. Severance, of New York City, \$25,000.00, part of his gift for the construction of the New Chemical Laboratory.

From T. A. Hall, of Chicago, Ill., \$100.00; a subscription to Library Endowment.

The accounts hereinafter presented are:

First, a set of tables showing the current income and expenses of each Department in detail, accounts of general interest being placed under the heading "University."

Second, a general statement of all receipts and payments which increased or decreased any fund or balance in the care of the Treasurer.

Third, a list of all the Funds and Balances in the care of the Treasurer showing their amounts at the beginning and end of the year.

Fourth, a classified list of the properties or assets in the hands of the Treasurer.

Fifth, a list of buildings, grounds, apparatus, etc., in use for College purposes, and *not valued* on the Treasurer's books

JAMES R. SEVERANCE, *Treasurer.*

Oberlin, Ohio, Feb. 15, 1901.

Statement of income and expense for the year.

UNIVERSITY.

INCOME.

From invested funds.....	\$ 5,287 26	
From Keep Home.....	61 97	
Rent of houses and lands not valued.....	289 73	
Finney Biography.....	3 37	
Physical Training Course, fees.....	81 00	
Gift for current expense.....	45 00	
Total income.....	—————	5,768 3

EXPENSE.

Salaries—Administration.....	\$ 7,950 00	
Treasurer's office.....	3,317 50	
Library.....	2,200 00	
Gymnasium.....	2,617 00	
Secretary's office.....	1,680 00—	17,764 50
Clerks.....		574 96
Stationery, printing and postage (including Quinquennial).....		3,458 15
Advertising.....		553 34
Fuel and lights.....		958 33
Buildings and grounds, care and repairs.....		3,493 19
Men's Gymnasium.....		362 61
Women's Gymnasium.....		384 63
Outside Representation (agency).....		3,945 59
Sundry expense.....		222 30
Payments in excess of income on accounts of Lord Cottage and Stewart Hall.....		777 78
Alumni Dinner.....		984 77
Payments on Lord and Hinchman funds.....		181 50
Total expense.....	—————	33,661 6

<i>Special Accounts—</i>	<i>Receipts.</i>	
Art School Fees.....		1,192 64
Teachers' Course, Woman's Gymnasium.....		600 00
Jennie Allen Nurse Fund.....		102 40
Jones Loan Fund, loans returned.....		138 00
" " " gift.....		5 00
Amount carried forward.....		\$2,038 c4

Amount brought forward.....	\$2,038 04	
Jones Loan Fund, interest.....	51 20	
Scholarship Funds, from investments.....	1,309 04	
Gift, C. F. Olney, for photographs.....	500 00	— 3,898 28

Payments.

Art School.....	1,192 64	
Teachers' Course, Woman's Gymnasium.....	569 83	
Jones Loan Fund, loans made.....	262 00	
To holders of scholarship orders.....	1,174 00	
Advances to scholarships repaid (part).....	128 34	— 3,326 81

COLLEGE.

INCOME.

From invested funds.....	18,074 02	
Term bills.....	29,513 36	
Graduate fees.....	636 60	
Chemical Laboratory fees.....	767 95	
Botanical " ".....	249 00	
Zoological " ".....	316 00	
Physical " ".....	188 00	
Physical " Gift.....	160 00	
Locution.....	87 00	
Total income.		49,991 93

EXPENSE.

Salaries.....	29,106 29	
Clerks.....	174 10	
Fstationery, printing and postage.....	237 90	
High School Representation.....	349 88	
Fuel and lights.....	694 09	
Buildings and grounds, care and repairs.....	1,490 59	
Chemical Laboratory.....	767 95	
Botanical ".....	249 00	
Zoological ".....	316 00	
Physical ".....	188 00	
Museum.....	400 00	
Herbarium.....	175 00	
Amount carried forward	\$34,148 80	

Amount brought forward.....	\$34,148 80	
Apparatus.....	660 00	
Sundry Expense.....	122 73	
Trustee Scholarships.....	827 60	
Avery ".....	214 50	
Oberlin College scholarship.....	51 00	
Cross scholarship.....	150 00	
Total expense.....	<hr/>	36,174

<i>Special Accounts—</i>	<i>Receipts.</i>	
Scholarship funds from investments.....	614 40	
Janet Whitcomb, scholarship.....	50 00	
Ellen C. Stowell, ".....	75 00	— 739

	<i>Payments.</i>	
To holders of scholarship orders.....	659 50	
Advances to scholarships, repaid (part).....	49 60	
☐ Scholarships purchased.....	45 00	— 754

ACADEMY.

INCOME.

Term bills.....	12,957 72	
Physical Laboratory fees.....	302 73	
Total income.....	<hr/>	13,260

EXPENSE.

Salaries.....	11,750 08	
Clerks.....	133 40	
Stationery, printing and postage.....	90 44	
Fuel and lights.....	377 85	
Buildings and grounds, care and repairs.....	385 86	
Sundry expense.....	2 40	
Trustee scholarships.....	854 00	
Physical Laboratory.....	302 73	
Total expense.....	<hr/>	13,896

THEOLOGICAL SEMINARY.

INCOME.

from invested funds.....	10,383 36	
term bills.....	1,410 05	
diplomas.....	41 50	
rent of Burrell House.....	53 41	
Total income.....	<hr/> 11,888 32	

EXPENSE.

salaries.....	9,866 57	
clerks.....	5 66	
stationery, printing and postage.....	51 37	
advertising.....	74 00	
fuel and lights.....	653 28	
buildings and grounds, care and repairs.....	756 77	
interest on advances.....	84 50	
undry expense.....	85 70	
outside representation.....	50 00	
Total expense.....	<hr/> 11,627 85	

Special Accounts—

Receipts.

English Course, gifts.....	133 32	
Slavic Department, gifts for current expense..	3,719 96	
Scholarship Funds—From investments.....	921 60	
" " —Gifts.....	134 24	
" " —Loans repaid.....	217 85	— 5,126 97

Payments.

English Course, advances repaid (part).....	133 32	
Slavic Department.....	2,839 20	
" " advances repaid (part).....	351 90	
To holders of scholarship orders.....	1,369 00	— 4,693 42

CONSERVATORY.

INCOME.

term bills.....	38,710 96	
interest on Reserve Fund.....	965 49	
rent of Williams House, (less improvements).....	6 92	
Total income.....	<hr/> 39,683 37	

EXPENSE.

Salaries	27,507 48	
Library, etc.....	394 67	
Stationery, printing and postage.....	648 89	
Advertising.....	210 07	
Piano and organ tuning.....	1,736 87	
Fuel and lights.....	806 64	
Janitor and engineers.....	1,977 00	
Supplies and repairs.....	2,078 42	
Total expense.....	—————	35,360

<i>Special Accounts—</i>	<i>Receipts.</i>
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Loan Funds, loans returned.....	294 50	
" " gift.....	15 00	— 309

Payments.

Loan Fund, loans made.....	101
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LIBRARY.

INCOME.

From invested funds.....	1,043 49	
Dividend G. T. Harvey Co.....	60 00	
Term bills.....	1,006 97	
Private examinations.....	318 50	
Registrar's fees.....	75 25	
Books and supplies sold.....	292 57	
Gifts for current expense.....	85 00	
Total income.....	—————	2,881

EXPENSE.

Librarian's assistant, clerks.....	769 45	
Supplies.....	99 90	
Binding books.....	503 76	
Stationery, printing and postage.....	17 35	
Purchase of books.....	1,724 33	
Total expense.....	—————	3,114

MISCELLANEOUS.

Receipts.

Finney Memorial Fund, interest.....	3,669 23	
" " " profit on sale of land.....	289 25	
Foltz Tract Fund, interest.....	25 60	
Annuity Funds, income.....	5,961 87	
Summer School, fees.....	1,537 50	
Total.....	<hr/>	11,483 45

Payments.

Finney Memorial Fund.....	2,500 00	
Annuities.....	9,391 91	
Healey Fund (books).....	1 88	
Summer School.....	1,462 18	
Total.....	<hr/>	13,355 97

Summary of the income and expenses of the University, College, Academy, and Theological Seminary:

	INCOME.	EXPENSE.	SURPLUS.	DEFICIT.
University	\$ 5,768 33	\$33,661 65		\$27,893 32
College	49,991 93	36,174 63	\$13,817 30	
Academy	13,260 45	13,896 76		636 31
Seminary (Theol) ...	11,888 32	11,627 85	260 47	
	<hr/>	<hr/>	<hr/>	<hr/>
	\$80,909 03	\$95,360 89	\$14,077 77	\$28,529 63
		80,909 03		14,077 77
		<hr/>		<hr/>
Total deficit for the year....		\$14,451 86		\$14,451 86

General Statement of all receipts and payments which increased or decreased any fund in the care of the Treasurer.

RECEIPTS.

Income from general investments.....	\$ 42,710 26	
" " special investments.....	5,918 18	
" " houses and lands not valued.....	412 03	
Balance insurance Ladies Hall.....	30 74—	49,071
Term bills:—		
University, from Physical Training Course...	81 00	
College.....	29,513 36	
Academy.....	12,957 72	
Theological Seminary.....	1,410 05	
Art School.....	1,192 64	
Library.....	1,006 97	
Conservatory.....	38,710 96	
Woman's Gymnasium, Teachers' Course.....	600 00	
Summer School.....	1,537 50—	87,010
Sundries:—		
Finney Biography, copyright.....	3 37	
Library fees, fines, etc.....	686 32	
Special instruction in Elocution.....	87 00	
Diplomas	678 10	
Laboratory fees—Chemistry.....	\$ 767 95	
" " Botany.....	249 00	
" " Zoölogy.....	316 00	
" " Physics	188 00	
" " Physics Academy	300 44—	1,821 39
Jones Loan Fund (loans returned).....	138 00	
The May Moulton Memorial Fund (interest).	70 00	
Beneficiary aid returned (Theological).....	217 85	
Conservatory Loan Fund (loans returned)....	294 50	
The G. F. Harvey Fund.....	60 00	
Profits on sale of Real Estate.....	11,856 74	
Insurance on Lord Cottage and Furniture....	11,269 86—	27,183
Gifts to the Deficit.....	16,985 00	
Sundry Gifts for immediate use.....	28,893 52—	45,878
Amount carried forward.		\$209,143

Amount brought forward..... \$209,143 06

Permanent Funds:—

James H. Fairchild Professorship (additional.	155 00	
Dascomb Professorship (additional).....	100 00	
Library Endowment (additional).....	115 00	
C. N. Pond Fund (additional).....	211 37	
Janet Whitcomb Scholarship.....	1,000 00	
Mrs. F. E. Tracey Scholarship.....	1,000 00	
Dudley Allen Scholarship.....	6,500 00	
Susan S. Button Fund.....	291 95	
Class Reunion Funds, on subscriptions.....	22,844 92—	32,218 24
Total receipts.....		\$241,361 30

PAYMENTS.

Salaries:—

University.....	\$ 17,764 50	
College.....	29,106 20	
Academy.....	11,750 c8	
Seminary.....	9,866 57	
Conservatory.....	27,507 48—	95,994 92

Clerks:

University.....	574 96	
College.....	174 10	
Academy.....	133 40	
Seminary.....	5 66	
Library.....	769 45—	1,657 57

Stationery, Printing and Postage:—

University.....	3,458 15	
College.....	237 90	
Academy.....	90 44	
Seminary.....	51 37	
Conservatory.....	648 89—	4,486 75

Advertising and Outside Representation:—

University.....	4,498 93	
College.....	349 88	
Seminary.....	124 00	
Conservatory.....	210 07—	5,182 88

Amount carried forward \$107,322 12

Amount brought forward.....		\$107,322 12
Fuel and Lights:—		
University.....	958 33	
College	694 09	
Academy.....	377 85	
Seminary.....	755 63	
Conservatory.....	806 64—	3,592 54
Buildings and Grounds, Janitors, Supplies, etc:—		
University.....	3,493 19	
College.....	1,490 59	
Academy.....	385 86	
Seminary.....	654 42	
Conservatory.....	4,055 42—	10,079 48
Laboratories, Museum, etc.....		3,176 53
Gymnasias.....		747 24
Special Courses (all departments).....		4,601 67
Scholarships and aids.....		5,844 60
Purchase of books.....		2,229 97
Sundry advances repaid and interest.....		10,575 61
Annuities.....		11,899 33
Loss on running expense Lord Cottage and Stewart Hall.....		777 78
Rebuilding Lord Cottage, on account.....		7,120 50
Site for Severance Chemical Laboratory.....		7,500 00
Severance Chemical Laboratory, on construction account.....		11,553 77
Stock of N. E. L. & T. Co. charged off.....		4,500 00
Sundry payments.....		7,243 22
Total payments.....		\$ 198,764 36

Total receipts.....	\$241,361 30
Total payments.....	198,764 36
Increase in Funds and Balances as is also shown on page 154 of this report.....	\$42,596 94

Funds and Balances in the care of the Treasurer.

August 31, 1899.

August 31, 1900.

	General Fund (so called).....\$	142 90	
59,291 89	Endowment.....	59,290 89	
17,514 89	Alumni Fund.....	17,514 89	
24,475 00	E. I. Baldwin Fund.....	24,475 00	
10,000 00	Henrietta Bissell Fund.....	10,000 00	
31,044 41	James H. Fairchild Professorship....	31,199 41	
10,275 00	Walworth Fund.....	10,275 00	
38,000 00	Dickenson Fund.....	38,000 00	
4,846 10	Clarrisa M. Smith Fund.....	4,846 10	
16,000 00	Ralph Plumb Fund.....	16,000 00	
2,000 00	Truman P. Handy Fund.....	2,000 00	
85 06	Shaw Fund.....	85 06	
82 34	Latimer Fund.....	79 14	
1,523 89	Butler Fund.....	1,505 91	
	Reunion Fund of 1900, part.....	22,844 92—	238,259 22
<hr/>			
2,488 63	C. N. Pond Fund.....	2,702 42	
7,644 05	Dutton ".....	7,555 43	
2,987 29	Prunty ".....	2,990 24	
181 87	Whipple ".....	177 18	
285 72	Finney ".....	282 35	
866 41	Davis ".....	830 77	
82 34	Ryder ".....	77 56	
8,436 93	Dascomb ".....	8,433 90	
476 22	Warner ".....	470 60	
62,768 73	C. V. Spear ".....	62,282 49	
1,299 61	Gillette ".....	1,246 15	
389 88	Perry ".....	373 84	
177 58	Seales ".....	171 67	
6,471 55	Ross ".....	6,477 89	
4,762 19	Gilchrist ".....	4,706 01	
35,277 60	Marx Straus ".....	31,380 25	
4,882 41	Mary A. Springer Fund.....	4,953 40—	135,112 15
<hr/>			
1,000 00	Cowles Memorial Scholarship.....	1,000 00	
1,100 00	Dr. A. D. Lord Scholarship.....	1,100 00	
1,000 00	Mrs. Elizabeth W. Lord Scholarship.....	1,000 00	
1,045 00	Hinchman Fund.....	1,045 00—	4,145 00
Amount carried forward			<u>\$377,516 37</u>

Amount brought forward.....		\$377,516 :
5,000 00	Lydia Ann Warner Scholarship.....	5,000 00
1,000 00	F. V. Hayden Scholarship.....	1,000 00
6,000 00	Avery Fund.....	6,000 00
1,639 91	Finney Scholarship.....	1,578 91
1,000 00	Howard Valentine Scholarship.....	1,000 00
1,000 00	Caroline Scholarship.....	1,000 00
1,000 00	Talcott ".....	1 000 00
1,000 00	Metcalf ".....	1,000 00
1,000 00	Dodge ".....	1,000 00
1,000 00	Dascomb ".....	1,000 00
1,000 00	Bierce ".....	1,000 00
1,000 00	Graves ".....	1,000 00
500 00	Louis Nelson Churchill Scholarship..	500 00
200 00	Ann Lincoln Fund.....	200 00
953 19	Jones Loan Fund.....	885 39
1,250 00	Mary E. Wardle Scholarship.....	1,250 00
	Dr. Dudley Allen Fund.....	6,500 00
130 00	Trustee Scholarship Fund (part)...	130 00
267 00	Scholarship Loan Fund (part).....	267 00—
	Unused income, above scholarships.	31,311 : 257 :

67,852 80	C. G. Finney Memorial Fund.....	75,311 28	
2,403 97	Jennie Allen Nurse Fund.....	2,506 37—	77,817
787 07	Balance credits, sundry accounts...		9,738

COLLEGE.

67,955 57	Endowment.....	67,910 57	
19,461 41	Dascomb Professorship.....	19,561 41	
50,000 00	Stone Professorship.....	50,000 00	
55,881 37	Fredrika Bremer Hull Professorship.	55,881 37	
30,000 00	Graves Professorship.....	30,000 00	
30,000 00	Brooks ".....	30,000 00	
29,709 89	Monroe ".....	23,709 89	
25,000 00	James F. Clark Professorship.....	25,000 00	
20,000 00	Perkins Fund.....	20,000 00	
25,000 00	Avery Professorship.....	25,000 00—	347,063
	G.F.Wright Research Fund (balance)		I

Amount carried forward \$843,705

Amount brought forward.....			\$843,705 30
1,000 00	Jennie M. Williams Scholarship.....	1,000 00	
6,000 00	Ellen M. Whitcomb ".....	6,000 00	
1,000 00	Flora L. Blackstone ".....	1,000 00	
500 00	Tracy-Sturges Scholarship.....	500 00	
1,500 00	E. A. West Fund.....	1,500 00	
1,000 00	Harvey H. Spelman Scholarship	1,000 00	
1,000 00	Lucy B. Spelman ".....	1,000 00	
	Janet Whitcomb ".....	1,000 00	
	Mrs. F. E. Tracy ".....	1,000 00—	14,000 00
40 00	Unused income, above scholarships.		70 30
538 78	Balance credits, sundry accounts...		419 33

ACADEMY.

2 29	Balance credits, sundry accounts...	1 60
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THEOLOGICAL SEMINARY.

34,281 88	Endowment.....	34,281 88	
21,371 10	Finney Professorship.....	21,371 10	
8,935 84	Finney and Morgan Professorship...	8,935 84	
25,000 00	Holbrook Professorship.....	25,000 00	
21,707 00	Michigan ".....	21,707 00	
4,750 00	Place Fund.....	4,750 00	
3,581 82	Burrell Fund.....	3,465 30—	119,511 12

4,547 10	West Fund.....	4,429 91	
142 86	Hudson Fund.....	141 17—	4,571 08

5,000 00	Lemuel Brooks Scholarship.....	5,000 00
1,500 00	Jennie M. Rossiter Scholarship.....	1,500 00
1,000 00	McCord-Gibson ".....	1,000 00
1,000 00	John Morgan ".....	1,000 00
1,000 00	Painesville ".....	1,000 00
1,000 00	Oberlin First Cong. Ch. Scholarship..	1,000 00
1,000 00	Oberlin Second Cong. Ch. " ..	1,000 00
1,000 00	Anson G. Phelps Scholarship.....	1 000 00

Amounts brought forward.....	\$12,500 00	\$982,278 73
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Amounts brought forward.....	\$12,500 00	\$982,278 73
1,000 00 Butler Scholarship.....	1,000 00	
1,000 00 Miami Conference Scholarship.....	1,000 00	
1,250 00 Tracy Scholarship.....	1,250 00	
1,000 00 Sandusky Scholarship.....	1,000 00	
1,250 00 Leroy H. Cowles Scholarship.....	1,250 00	
700 00 Emerson Scholarship (part).....	700 00	
Susan S. Button Fund.....	291 95—	18,991 95
1,396 83 Unused income, above scholarships.		1,301 52
26 81 Balance credits, sundry accounts...		553 79

CONSERVATORY.

18,857 30 Reserve Fund.....	23,180 63	
246 00 Loan Fund.....	454 00—	23,634 63

LIBRARY.

Library Fund.....	15 00	
827 00 Class of '85 Fund.....	827 00	
452 98 Cochran Fund.....	476 17	
500 00 Grant ".....	500 00	
100 00 Hall ".....	200 00	
100 00 Henderson ".....	100 00	
11,176 63 Holbrook ".....	11,176 63	
500 00 Keep-Clark Fund.....	500 00	
1,000 00 Plumb Fund.....	1,000 00	
5,724 13 E. K. Alden Fund.....	5,724 13—	20,518 03
1,278 30 Balance credits, sundry accounts...		1,022 10

IN TRUST FOR PURPOSES NOT CONNECTED WITH COLLEGE.

557 53 Foltz Tract Fund.....	583 13
<u>\$1,006,287 84</u> Total funds and balances.....	<u>\$1,048,884 78</u>

Total increase of funds and balances, \$42,596.94.

LIABILITIES.

18,558 05 Deposits and personal accounts....	17,902 67
	<u>\$1,066,787 45</u>

The following properties represent the above named Funds and Balances.

Notes and Mortgages distributed as follows :

Cleveland.....	\$ 43,217 89	
Akron.....	40,400 00	
Oberlin.....	21,342 81	
Columbus.....	6,000 00	
Delaware.....	2,500 00	
Lorain.....	4,500 00	
Toledo.....	150 00	
Talmadge.....	1,000 00	
Wellington.....	700 00	
Farm lands in Ohio	91,360 00	
Total in Ohio.....	—————	\$ 211,070 70
Crawfordsville	1,500 00	
Matthews.....	6,400 00	
Farm lands in Indiana.....	22,302 88	
Total in Indiana.....	—————	30,202 88
Grand Rapids.....	17,175 00	
Farm lands in Michigan.....	47,110 00	
Total in Michigan.....	—————	64,285 00
Topeka.....	9,200 00	
Eureka.....	750 00	
Hutchins.....	5,000 00	
Wabaunsee.....	350 00	
Strong City.....	480 00	
Eldorado	4,000 00	
Farm lands in Kansas.....	37,347 00	
Total in Kansas.....	—————	57,127 00
Duluth.....	21,600 00	
Farm lands in Minnesota.....	1,491 89	
Total in Minnesota.....	—————	23,091 89
Des Moines.....	2,440 00	
Chicago.....	21,000 00	
Farm lands in North Dakota.....	1,756 02	
" " South Dakota.....	800 00	
" " Nebraska	6,213 50	
Total notes and mortgages.....	—————	\$ 417,986 99

Amount brought forward..... \$417,986 9

Stocks and Bonds:

Skaker Heights bonds.....	20,000 00	
Streator, Ill., paving bonds.....	186 06	
Hutchinson, Kan., paving bonds.....	8,000 00	
Collateral loans.....	104,150 24—	132,336 3

Real Estate

Ashtabula (city property).....	\$ 3,000 98	
Oberlin " "	101,064 34	
Sandusky " "	2,100 00	
Cleveland " "	5,000 00	
Akron " "	12,000 00	
Total in Ohio.....	—————	123,165 32

Grand Rapids (city property)....	5,050 00	
Farm lands in Michigan.....	14,299 00	
Total in Michigan.....	—————	19,349 00

Topeka (city property).....	13,399 45	
Hutchinson.....	2,700 00	
McPherson.....	550 00	
Salina.....	425 00	
Farm lands in Kansas.....	94,686 34	
Total in Kansas.....	—————	111,760 79

Fargo (city property).....	4,100 00	
Farm lands in North Dakota.....	6,339 47	
Total in North Dakota.....	—————	10,439 47

Duluth (city property).....	2,000 00	
Farm lands in Minnesota.....	1,000 00	
Total in Minnesota.....	—————	3,000 00

Des Moines (city property).....	2,200 00	
Farm lands in Iowa.....	16,000 00	
Total in Iowa.....	—————	18,200 00

Farm lands in Illinois.....	5,675 00	
" " Nebraska.....	945 00	
" " South Dakota.....	2,060 00	
" " Missouri.....	2,000 00	

Amounts carried forward.....\$ 296,594 58 \$ 550,323

Amounts brought forward.....	\$ 296,594 58	\$ 550,323 29
Farm lands in Florida.....	200 00	
" " Washington.....	475 00	
Total real estate.....	<u> </u>	297,269 58

Sundries:

Construction account Baldwin Cottage (loan).	13,470 31	
" " Talcott Hall (loan).....	14,720 03	
Advances to Stewards of Boarding Halls.....	409 91	
" Literary Societies.....	21 87	
" Museum.....	1,464 75	
" English Theological Course.....	1,204 89	
" Scholarships.....	351 51	
" Council Hall.....	84 55	
Improvements to Squires' house.....	1,473 06	
" Keep Home.....	300 00	
Furnishings Park Hotel.....	7,566 24	
Unexpired insurance.....	1,082 30	
Bills receivable and sundry accounts.....	47,512 41—	89,661 83
Cash in Banks.....	127,923 86	
Cash in Treasurer's Office.....	1,608 89	129,532 75
		<u> </u>
		\$1,066,787 45

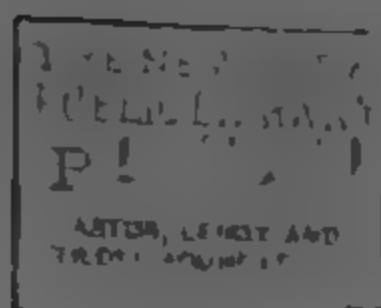
SUMMARY OF ASSETS

Notes and Mortgages.....	\$417,986 99
Stocks and Bonds.....	132,336 30
Real Estate.....	297,269 58
Sundries.....	89,661 83
Cash.....	129,532 75
Buildings and Equipment (see page 158).....	656,200 00
	<u> </u>
	\$1,722,987 45

The following properties in use for College purposes are not entered in the foregoing list of assets, and are not valued on the Treasurer's books. The values given are reasonable estimates based on their cost and present condition :

Chapel	\$ 20,000 00
Spear Library	30,000 00
French and Society Halls	14,000 00
Peters Hall.....	75,000 00
Finney Laboratory.....	9,000 00
Cabinet Hall.....	5,000 00
Warner Hall	125,000 00
Council Hall.....	75,000 00
Sturges Hall.....	10,000 00
Talcott Hall and Furniture.....	65,000 00
Baldwin Cottage and Furniture.....	40,000 00
Lord Cottage and Furniture	24,000 00
Stewart Hall.....	4,000 00
Keep Home	3,000 00
Other houses and College grounds	8,000 00
Library.....	50,000 00
Gymnasias and Apparatus	8,000 00
Physical and Chemical Apparatus	15,000 00
Museum.....	25,000 00
Botanical Collections.....	7,500 00
Musical Library	3,000 00
Musical Instruments and Apparatus	36,000 00
Arboretum.....	2,000 00
Athletic Grounds.....	2,700 00
Total.....	<hr/> \$656,200 00

SERIES III. No. 2.



BULLETINS

OF

 OBERLIN COLLEGE

Annual Reports

OF

The President and the Treasurer

OF

Oberlin College

1900-01.

OBERLIN, OHIO

The Bulletins of Oberlin College are published by the College, at least six numbers every calendar year,—two in the Fall term, two in the winter term, and two in the Spring term.

Entered at the Post Office at Oberlin, Ohio, as second class matter.



Oberlin College

ANNUAL REPORTS

OF

THE PRESIDENT AND THE TREASURER

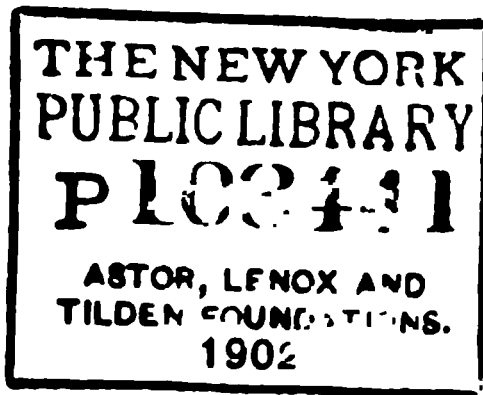
OF

OBERLIN COLLEGE

FOR 1900-01

PRESENTED TO THE BOARD OF TRUSTEES
AT THE ANNUAL MEETING
NOVEMBER 20, 1901

OBERLIN, OHIO
PUBLISHED BY THE COLLEGE
DECEMBER 1, 1901



The News Printing Co.
Oberlin, O.

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The President's Annual Report for 1901.

**Presented to the Trustees at the Annual Meeting,
November 20, 1901.**

TO THE BOARD OF TRUSTEES OF OBERLIN COLLEGE:

Gentlemen: At our semi-annual meeting, last June, the President, Secretary and Treasurer of the College were asked to select a date for the next Annual Meeting some time in the autumn of this year. After considerable correspondence it seemed that November 20th would be, on the whole, satisfactory. The reasons for changing the date of the Annual Meeting are apparent. The financial year ends on the 31st of August. The College year ends the latter part of June. With the old custom of holding the Annual Meeting in March, undue time elapsed after the close of the college and financial years. Furthermore, the reports made in March covered the spring term of one college year and the fall and winter terms of another college year, while the President's report usually covered the events of the year extending from one Annual Meeting to the next. By holding the Annual Meeting in November, we keep nearer to the close of the financial year, and are able to furnish reports that cover simply the work of one college year. It is to be hoped that this change will be a permanent one. I have asked the members of the Faculty, the Deans and other officers, to make reports which, covering the last college year, will give us a basis for comparisons with future reports covering similar ground.

PROGRESS OF THE COLLEGE.

The progress made by the College in the last year is large and hopeful. The very considerable increase in the number of College students is a most favorable indication. While the teaching in the Academy has been better probably than ever before, there has been some falling off in attendance, and I ask that a committee of the Trustees be appointed who shall consider the whole subject of the Academy, its history, position, needs and methods, and to report what changes, if any, are desirable.

The following comparison has been made by the Secretary:

COMPARISON OF FALL TERM ENROLLMENTS FOR THE LAST FIVE YEARS.

	Fall 1897	Fall 1898	Fall 1899	Fall 1900	Fall 1901
The College—					
Post Graduate.....	7	4	7	5	5
Seniors.....	83	86	79	67	81
Juniors	86	76	67	83	86
Sophomores.....	89	94	89	97	117
Freshmen.....	126	118	127	142	163
Specials	27	24	28	27	24
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
	418	402	397	421	476
The Seminary.....	52	36	34	43	30
The Academy.....	362	286	289	285	242
The Conservatory of Music	314	293	351	353	386
Drawing and Painting.....	9	13	27	27	38
*Physical Training for Women...	13	14	6	..	..
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
	1167	1044	1104	1129	1172

The large growth of the Freshman class and the larger Sophomore class of the present year are features of this Report deserving of special note. I now give a more detailed statement of the fall term enrollment for 1901:

* Since 1899 the students in the Course in Physical Training for Women have been required to meet the requirements for admission to the College Department, and are included in the College Department totals.

FALL TERM ENROLLMENT, 1901.

	Men	Women	Total
College Department—			
Post Graduate.....	4	1	5
Senior	40	41	81
Junior	88	48	88
Sophomore	64	53	117
Freshmen	77	86	163
Special	7	17	24
	<hr/>	<hr/>	<hr/>
	290	246	476
Theological Seminary.....	30	0	30
Academy	130	112	242
Conservatory of Music.....	61	225	386
Drawing and Painting.....	1	87	88
	<hr/>	<hr/>	<hr/>
	452	720	1172

The percentage of men in the College Department is $48\frac{11}{17}$, last year it was $46\frac{1}{15}$.

THE SEVERANCE LABORATORY.

The completion of the Severance Chemical Laboratory, followed by its dedication on the 26th of September, is an event which marks a substantial advance in the scientific equipment of Oberlin. The building is the delight of Professor Jewett and of all his pupils. The many visitors who have seen it, including a number of teachers of chemistry, pronounce it to be one of the most complete and perfect in the country. At the dedication, President Ira Remsen, of Johns Hopkins University, delivered an address on the History and Use of Laboratories, and Mr. Louis H. Severance contributed \$40,000 to the endowment of the Chair of Chemistry. There have been few days so happy and notable in the history of Oberlin as the day of the dedication of this beautiful building.

THE WARNER GYMNASIUM.

The Warner Gymnasium is rapidly approaching completion. The work went steadily forward during the absence of Dr. Leonard. Some of the rooms are in order, the grading

around the building is completed, and you will find by personal observation that the building—another proof of the generosity of Dr. and Mrs. Lucien C. Warner—is one of the finest and most attractive in the country.

NEW RULES.

In my last report I gave an account of the changes made a year ago in the college legislation in the abolition of the self-reporting system and in the diminution of the number of restrictions. I said that one of the best features of the changes made was the printing in one pamphlet of rules for all the College students. There has been no lack of information, perfectly accessible, as to what the College laws really are. The administration of the various departments has been brought into closer unity, and so far as I can learn, without exception, the changes have worked well. There has been a happier life and a higher moral life. I have noted a growth of self-control and a deeper loyalty to the institution. Any proposition to return to what the College has outgrown would receive scarcely one vote. In the spring term the Faculty decided to try a change of the chapel hour from late in the afternoon to 11:35 in the morning. The students, toward the close of the term, were given the opportunity of expressing their minds in regard to the desirableness of the change, and more than four to one they approved it. There is no disposition on the part of the Faculty or students to return to the afternoon hour.

SPIRITUAL LIFE IN THE COLLEGE. ,

The religious tone of Oberlin is earnest and high. The work of the Young Men's Christian Association has been made increasingly effective through the appointment of Mr. W. M. Owen, O.C. 1901, as Association Secretary, he giving half of his

time to this work. The opening receptions of the year given by the Young Men's and Young Women's Associations were very largely attended. The prayer meetings have been full in numbers and earnest in spirit. The systematic teaching of the Bible in the Academy and College is one of the features of Oberlin work for which I am particularly grateful. The churches of Oberlin are doing earnest and effective work, and the weekly College prayer meetings are helpful. The visit and lectures of Dr. Francis E. Clark, of the Christian Endeavor Society, were a blessing, last spring, to the whole institution. A recent address by Mr. Robert E. Speer was an event of more than usual importance in the religious life of the community.

THE DEATH OF PRESIDENT MCKINLEY.

The College opened on the 19th of September under the shadow of a national sorrow. The death of President McKinley came as a personal bereavement to Oberlin. A memorial service was held in the College Chapel on the day of his funeral, and two other memorial services in the First Church.

Mr. McKinley was not an alumnus of any American college, but was the strenuous friend of liberal as well as popular education. He was always a warm friend of Oberlin. When Governor of Ohio, he said at a meeting of our alumni in Cleveland, in 1892:

"Yours is a proud history, proud because of its victories, victories achieved through sufferings and sacrifices, victories won against prejudice and passion in the minds of the people, prejudice engraved in public law and enthroned in power. No slave was ever returned from Oberlin into bondage and no slave ever came within her gates who was not welcomed and protected. No more patriotic community existed anywhere in the United States. Your first contribution was a company to the old historic Seventh of Ohio, which Captain Shurtleff, one of your professors, commanded. It was from your institution that General Cox, the distinguished soldier and statesman, went forth, who became a Major-General, and was the first brigade commander under whom I served."

All educators confess that a college-trained man can usually apply himself and master more quickly than others difficult tasks and problems, whether in law, medicine, business or other forms of practical life. It was college-trained men that President McKinley sent to the courts of England and France, of Germany and China. It was college-trained men that filled the chief places in his great cabinet, and it was college-trained men that he sent to the perplexing tasks of regenerating Cuba and the Philippines.

Now that Ohio has contributed to the nation the ideal American citizen, a character and career which give him rank with Washington and Lincoln, it will be eminently appropriate if one of the new buildings which Oberlin College so urgently needs should bear the name of William McKinley.

THE DEATH OF PROFESSOR BURROUGHS.

Oberlin has recently met with sore bereavement in the death within one week of Professor Burroughs and Professor Rice. It is hard to overestimate these losses. Although Professor George Stockton Burroughs was in the Seminary only two years, he made a deep and permanent impression upon College and community by his gracious Christian personality. He was born in Waterloo, New York, January 6th, 1855; he died in Clifton Springs, New York, October 22nd, 1901. He had in him the blood of New England; his thorough training was in Princeton, which gave him four of his academic degrees; he had pastorates in Pennsylvania, in Fairfield and New Britain, Conn., and in Amherst College; he was the efficient president of Wabash College, Indiana, and for the last two years of his life he was Professor of Old Testament Language and Literature in our Seminary. His work here was ideally successful. An inspiring teacher, he secured a vast deal of earnest work from the young candidates for the Chris-

tion ministry. His labors were not confined to the Seminary; he was greatly loved in the College, and last year had charge of the Freshman prayer meeting, and taught a young women's Bible class in his home. He was a favorite preacher in many pulpits. As the much-loved President of the Oberlin Kindergarten Association he is greatly missed. Every student that knew him was sure that Dr. Burroughs was his true friend. He filled out the ideal of a teacher in a modern Christian College. He was a specialist with wide experience of life, and carried a Christian minister's heart, knowledge and purpose into all his College work. About three weeks before his death the students of the Seminary arranged to secure a missionary lecture from that Christian hero, Dr. William S. Ament, of China. This was given in the First Church of Oberlin before a large company, and expressed the love, sympathy and reverence of this community for their sick friend and absent teacher. It may be impossible to find a successor with Dr. Burroughs's beautiful combination of qualities. His mind seemed to be the meeting-place of the old and the new; conservative and progressive scholars alike loved and trusted him. He has left us in the fulness of his matured powers. We cannot understand why so fully ripened a Christian scholar should be taken from the spheres where he was so warmly loved and so greatly needed—the home, the church, the Seminary, the College. A few weeks before his death Dr. Burroughs wrote me by the hand of his wife, "The way in which I am being led is to me a mystery; I have no doubt that at length I shall come to the light." He has entered into the realm of light, and we in our sorrow have the radiance which streams from his beautiful character and noble life. Among all those whom I have known, there never has been one whose soul was brighter with the steady shining of a cheerful and holy love.

THE DEATH OF PROFESSOR RICE.

Professor Fenelon B. Rice, Director of the Conservatory, died on Saturday evening, October 26th, after a brief illness. For many years there has been no death in Oberlin which has created so wide and deep a feeling of loss. The day of his funeral was a day of universal mourning; not only in the Conservatory, but in the College, in the village, and among the widespread constituency of Oberlin, there is a deep sense of personal bereavement. Professor Rice was the builder and the embodiment of the Conservatory. A man of high ideals, thorough conscientiousness, inflexible determination, great administrative ability and of thorough training in his profession, he proved himself one of the chief builders in our great educational fabric. Dr. and Mrs. Warner, recognizing the preëminent fitness of Professor Rice to realize his musical ideals, erected the noble building which is his memorial as well as one of their monuments. With his efficient wife, Professor Rice for thirty years directed in the upbuilding of our noble school of music. His services to the College and community have been so great that I share in the earnest feeling of the Conservatory Faculty that some special memorial, either a building, an organ, or a work of art, should testify to the coming generations the gratitude of the present to him who gave his life here to a great cause.

THE MARTYRS' MEMORIAL.

The American Board of Commissioners for Foreign Missions has decided to hold its next annual meeting in Oberlin in October, 1902. At this time, in all probability, will be laid the foundation of a monument which the American Board, through its friends, will erect to the memory of those missionaries under its commission who suffered martyrdom in China. No other place so fitting as the Oberlin Campus could have

been selected for such a memorial. Here were trained nearly all of those who suffered martyrdom. It is expected that the students and the people of Oberlin will soon make a contribution to the monument. It is hoped that the alumni will all have some part in this great undertaking, and send their gifts to Mr. J. R. Severance, the College Treasurer.

THE ROCKEFELLER ENDOWMENT FUND.

The chief and foremost duty of the friends of Oberlin at this time is to complete the contributions necessary to secure the \$200,000 offered by Mr. John D. Rockefeller. More than \$100,000 are required. Probably no other college in the country has a wider constituency than ours, and no other constituency of the same size has met with so little recognition from the great and generous givers to colleges. Oberlin to-day has the foundation and framework for a great college structure; the traditions are strong and noble; the opportunity is unexampled; the spirit pervading the College and community is the best; the argument is unanswerable, the conclusion is plain; Oberlin needs and deserves such a generous cherishing on the part of the benevolent people of the country as will make it equal to its high possibilities.

The chief reasons why gifts for the endowment of Oberlin College should be made, and made at this time, are these:—

First—Because every dollar given now to meet the conditions of Mr. Rockefeller's promise of \$200,000 will accomplish as much as three dollars under ordinary circumstances. Success at the present critical hour, in our present urgent efforts, means much for the future of the College.

Second—The cost to the institution of educating a student in Oberlin is only one-third or one-half of what it is in many of the larger universities. In the College department, where the tuition is \$75 annually, it is \$122 a year; in the

Academy, where the tuition is \$50, it is \$76 a year. Therefore, he who gives, for example, \$50,000 to Oberlin for endowment, will provide for the education of two or three times as many students as a like amount in many of the older and larger colleges.

Third—The endowment of Oberlin College should be greatly increased at this time because such increase is needed to maintain the work now going on, to remove small annual deficits, and to provide still better facilities for the future. In spite of rigid economies, deficits occur. The very low salaries of teachers ought to be increased. No institution can be in the healthiest condition, or keep step with the times, that is not growing, improving its facilities, and doing better and better work. Endowment means not only "endurement," but enlargement and improvement.

Fourth—A greatly increased endowment should be provided for Oberlin so that provision may be made for the expense of maintaining the half-dozen new College buildings now greatly needed. We are not justified in building the Finney Memorial Chapel, for which we already have the funds, until larger endowment gives us increased income to maintain the building.

Fifth—Increased endowment should be forthcoming from the hands of well-disposed, wise-hearted men, because Oberlin's very large constituency throughout the country have usually given their lives to teaching, preaching, and unremunerative forms of service, and are financially unable to do great things for their College mother. Men who are looking for the wisest investment may well consider the claims of an institution which has given the country so many self-denying and earnest toilers for the good of men, and whose power for good to-day is greater than ever.

Sixth—Oberlin rightly claims the aid of good men in en-

larging her resources because a college, pervaded by the Oberlin spirit, is one of the chief agencies in counteracting the dominant evils of our times. It promotes respect for law; it puts the crown upon character; it provides wise leadership; it gives the country men and women of special training, who stand for all the best things in our national life.

TREASURER'S REPORT.

The following figures have been prepared by the Treasurer of the College, as showing the condition of Oberlin in the matter of endowment:

	August 31, 1901.
Funds, the income of which is applicable to the payment of general, or so-called "University" expenses.....	\$332,017.46
Funds, the income of which is applicable to the expenses of the College Department proper.....	847,101.60
Funds, the income of which is applicable to the expenses of the Theological Seminary.....	119,541.37
Total.....	<u>\$798,660.43</u>

The increase during the year was \$93,826.85.

The receipts and expenses are shown clearly in the following condensed summary:

	September 1, 1900, to August 31, 1901.
The total endowment, August 31, 1901, for general expenses, and for the College Department, the Academy, and Theological Seminary is.....	\$798,660.43
The income for the year from said endowment was	82,962.10
The expenses for the year were as follows:	
University, or general expenses.....	\$27,815.62
College	38,346.88
Academy	13,507.73
Theological Seminary.....	11,148.00
	<u>\$90,818.23</u>
Total income from endowment as above.....	82,962.10
Total expense not paid by income from endowment.....	\$7,856.13
Receipts from term bills, fees, and other sources in the above named departments were.....	47,826.04
Deficit for the year.....	<u>\$10,030.09</u>

DEFICIT.

At the annual meeting, March 7, 1900, a budget was adopted calling for a probable deficit of \$7,281 for the year 1900-1901. Additional expenses were authorized at the semi-annual meeting, June 27, 1900, and at the annual meeting, March 6, 1901, increasing the probable deficit to \$10,031. The actual deficit as shown by the Treasurer's statement was \$10,030.09. With the completion of the work of raising a half-million dollars of new endowment, such a deficit should be impossible. Furthermore, the increase in endowment and equipment should be such as to enable the College to meet the needs which are mentioned in the reports of Professors Wager, Dennison, MacLennan, St. John, Swing, Root, Bogart, A. A. Wright, and others.

APPOINTMENTS.

Confirmed at the Annual Meeting, March 6, 1901:

Walter Dennison, to the chair of Latin.

Mary E. Barrows, as instructor in English, for one year, reappointment.

Edith Dickson, as assistant in English, for one year, reappointment.

Thomas Maynard Taylor, as assistant in Chemistry, for two years, new appointment.

William D. Cairns, as instructor in Mathematics, for two years, reappointment.

Rosa M. Thompson, as instructor in English and Latin in the Academy, reappointment.

Clara L. Smithe, as instructor in Latin in the Academy, reappointment.

Mrs. Alice M. Swing, as tutor in German in the Academy, for one year, partial work, reappointment.

William E. Mosher, as tutor in German in the Academy, for one year, reappointment.

Wilfred H. Sherk, as tutor in Mathematics in the Academy, for one year, reappointment.

E. Louise Brownback, as tutor in English in the Academy, for one year, reappointment.

Edwin Fauver, as tutor in History in the Academy, for one year, partial work, reappointment.

Edgar Fauver, as tutor in Greek in the Academy, for one year, reappointment.

Helen C. Willard, as tutor in Declamation in the Academy, for one year, reappointment.

Earl F. Adams, as tutor in Physics in the Academy, for one year, new appointment.

Charles K. Barry, as instructor in German, for one year, partial work, new appointment.

Edwin Fauver, as teacher in Warner Gymnasium, for one year, partial work, reappointment.

At the Semi-Annual Meeting, June 17, 1901:

Theodosia Currier, as Assistant Dean of the Women's Department, for one year, reappointment.

Ernest L. Bogart, as Associate Professor of Economics and Sociology, for one year, reappointment.

Joseph R. Miller, as assistant in Physics, for one year, reappointment.

Charles S. Pendleton, as assistant in English, to teach one elementary course in English to be offered by the Conservatory to Conservatory students, the salary to be paid by the Conservatory, for one year, new appointment.

By the Prudential Committee, August 20, 1901:

Lila J. Wickwire, as assistant in the Women's Gymnasium, for one year, reappointment.

By the Prudential Committee, October 2, 1901:

Edward E. Braithwaite, as acting Professor of Hebrew in the Theological Seminary, temporary appointment.

CHANGES OF TITLE.

Made at the Annual Meeting, March 6, 1901:

Walter Dennison, Professor of Latin and Roman Archæology, instead of Professor of Latin.

Charles Beebe Martin, Professor of Greek Literature and Greek Archæology, instead of Professor of Greek Literature and Classical Archæology.

Lynds Jones, instructor in Zoology and assistant curator of the Museum, instead of instructor in Zoology and assistant in the Museum.

By the Prudential Committee, March 26, 1901:

Thomas Maynard Taylor, instructor in Chemistry, instead of assistant in Chemistry.

LEAVE OF ABSENCE.

John R. Wightman, for the year 1901-02, with continuance of salary, with the understanding that the course in Spanish and a two hour course in French be dropped, that French 7 and 9 remain as this year, and that other courses announced by Mr. Wightman be taught by Mr. and Mrs. Cowdery, the expense of the instruction to be borne by Mr. Wightman.

It has been a great pleasure to welcome back Professor George Frederick Wright after his long, perilous journey in Asia.

ADVISORY COMMITTEES.

At our last semi-annual meeting the Committee on an Advisory Board, through Mr. Starr, Chairman, made a report, which was adopted, recommending the following plan for Permanent Advisory Committees:

I. Permanent Advisory Committees shall be chosen for each of the following departments or branches of the College and its work:

- a. The Seminary.
- b. The Academy.
- c. The Conservatory.
- d. The Course of Instruction in Drawing and Painting.
- e. The Library.
- f. The Ancient Languages.
- g. The Modern Languages.
- h. Philosophy.
- i. History.
- j. Mathematics.
- k. Biological Science.
- l. The other Physical Sciences.
- m. The Athletics, Discipline, and Gymnasium for Men.
- n. The Athletics, Discipline, Gymnasium, and Physical Training for Women.
- o. Economics, Political Science, and Sociology.

II. Each Advisory Committee shall have power to visit the department or portion of the College to which it is assigned, and to inspect and examine the work and conditions therein.

III. Each Advisory Committee shall make a report in writing annually, and also at such other times as the Committee may desire, or the Board of Trustees may from time to time request, to the Board of Trustees upon the work, conditions, merits, and needs of the department or portion of the College to which it is assigned. Such report may also embrace any recommendations or other matters which the Committee see fit to incorporate therein. Such Committee may also make further reports whenever they desire or the Board of Trustees may request.

IV. Such reports shall be filed with the Secretary of the Board of Trustees at least three weeks prior to the annual meeting of the Board, and in the discretion of the President be distributed to the Trustees with the other reports.

V. Each Advisory Committee shall consist of three members, one of whom shall be a member of this Board of Trustees. The Committeemen shall be chosen as follows: At the meeting of the Board of Trustees occurring next after the adoption hereof, the Board of Trustees shall appoint the members of each Advisory Committee. The names of the members of each Committee so appointed shall thereupon be divided by lot into three classes, consisting of one member whose term shall be for three years, one member whose term shall be for two years, and one member whose term shall be for one year. At each Annual Meeting of the Board of Trustees thereafter the successors to the Committeemen whose terms expire thereat shall be chosen for the term of three years.

VI. The term of each Committeeman shall begin at the close of the annual Trustees' meeting at which he is appointed.

VII. Any vacancy in the Advisory Committees occurring when the Board of Trustees is not in session may be filled by appointment by the President for the unexpired term.

VIII. The meetings of the Committee shall be held at such time as they may elect or provide by rule therefor, or as the President from time to time requests.

IX. The Advisory Committees may, at the request of the Board of Trustees or at their own option, assemble at any time for conference together, in which case they shall organize in accordance with parliamentary usage for temporary organization.

The President and the Dean of the College were appointed to make nominations for these Advisory Committees. These nominations will be laid before you.

REPORTS.

The reports made by members of the Faculty this year are, for obvious reasons, largely statistical; but I would call attention to the interesting information to be found in the reports by Professors Leonard, George Frederick Wright, Albert A. Wright, Grover, Currier, King, Bosworth, and the Librarian, Professor Root.

The Trustees will read with interest the statement made by the Dean of Women that no serious case of discipline has occurred since the last report, and that the largest liberty consistent with good work and good order has been allowed. Dr. Luce calls attention to the plans for a new College Infirmary, which will be submitted to the Trustees at the Annual Meeting. It is gratifying to learn that the Library has been increased by the largest number of volumes ever added in a single year.

I would call attention to the report of the Secretary in regard to gains, for several of the departments, in Instruction

Units. These rose from 16,497 in the year 1899-1900 to 17,952 in 1900-01. There have been marked gains in Chemistry, English, French, German, History, Latin, Mathematics and Physics. In English there was a rise from 1,766 units to 2,437; and in History, owing largely to the attractiveness of Professor Johnston's electives, from 880 to 1,863. A practical knowledge of English is so important in a truly liberal education that, while we rejoice in the great progress in English instruction already made, we should certainly provide more fully for the needs of this department. Professor Wager's repeated suggestion, contained in his report, should be heeded and followed.

I would also call attention to Professor St. John's statement in his report, that the demand for teachers of science at the end of last year exceeded the supply. It is a matter of no slight importance that the secondary schools should be provided as fully with trained teachers of science as with teachers trained in other lines of work. President Eliot, in his last report, calls attention to the neglect of the subject of Physics by the students of the College and the Graduate School. "There is," he writes, "a strong demand for competent teachers of Physics, as well as for engineers who have received thorough training in heat, light, and electricity. This limited resort to the courses in Physics is not at all peculiar to Harvard University. It seems a widespread phenomenon. There are some indications that the number of students attending these courses is gradually increasing; but that increase ought to be large and rapid."

THE TOPOGRAPHIC SURVEY OF OHIO.

One important achievement in which the College has had part deserves to be noted. That is the undertaking by the Legislature of the State, in coöperation with the United States

Geological Survey, to make a topographic survey and map of Ohio. This movement was inaugurated by an address of Professor Albert A. Wright, of our Faculty, upon this subject when president of the State Academy of Sciences, in December, 1896. He was at that time making a study of the development of Rocky River, and was so impressed with the failure of all existing maps to give any hint of the banks and scenery of the river, while other States in which he had worked had all such surface features fully shown on the government maps, that he was moved to ascertain if Ohio could not be brought into line with her sister states. An active committee was appointed by the Academy, and the effort was made to get the work started by the Legislature which met in 1898. Senator James R. Garfield took a special interest in the matter and introduced a bill for the purpose. The Senate passed the bill, but it did not come to a vote in the House. Enough was learned, however, about legislative machinery to make a more effective showing in 1900. Mr. A. G. Comings of Oberlin introduced the bill and managed the matter to a large extent, with important assistance from Judge Steele and Engineer Gerish of this town. An appropriation of \$25,000 was obtained for 1901, and the work was well begun. Although it will take several similar amounts to complete the work in this State, it is expected that this important undertaking will not be delayed by the inactivity of the Legislature. The lake shore from Toledo to Cleveland has already been surveyed, besides some other parts of the State. An aluminum bench-mark has been inserted in the foundation stones of the Severance Laboratory at 817 feet above sea-level. The maps which will be made by the topographical survey of the State will give a great impetus, it is believed, to field explorations of every kind.

THE VILLAGE OF OBERLIN.

Many recent visitors who attended the annual meeting held in Oberlin, of the Woman's Board of Missions of the Interior, expressed their surprise in discovering how beautiful this village has become. It is certainly one of the most attractive places to live in to be found in America. The improvements in the last year have been considerable; a large number of new houses have been put up, and the spirit of village improvement seems to be abroad. A new line of electric railroad is to bring Oberlin into connection with several towns to the west within a year, and with the city of Norwalk. The electric line to Wellington gives us easy communication with the southern part of the State. It is greatly to the advantage of Oberlin College that its location is in a community so Christian, so progressive, so democratic, and so free from unnecessary temptations to evil. Over two hundred College graduates make their homes in Oberlin. I see every reason to expect that the village will continue to improve in outward aspect, and to become more and more attractive. We are hoping that within a few years several new College buildings will be erected, and I suggest the consideration of the wisdom of employing in the near future a landscape architect, who shall make a plan for the location of the College structures and for the improvement of the College grounds.

THE PRESIDENT'S WORK.

My work in Oberlin and out of it has been substantially like that already accomplished and heretofore reported. Since our annual meeting in March, I find that I have delivered 97 sermons, lectures, and addresses, and among these have been six lectures before the University of Chicago; six lectures before the Oberlin Seminary; five lectures before the Chicago Theological Seminary; lectures, sermons, or addresses in Phila-

delphia, Washington, New York, Moline, Ill., Chicago, Albany, Macon and Atlanta, Ga., Ashtabula, Boston (at the Diamond Jubilee of the Congregational Home Missionary Society), Delta, Norwalk, Cleveland, Toledo, Austin, Ill., Bay View Assembly, Massillon, Pontiac, Ill., Buffalo, Youngstown, New London and Washington C. H., Ohio, and Norristown, Pa.

The most notable event among the Academic celebrations in the history of the New World has recently occurred in the bi-centennial of the founding of Yale College. It was an inspiration to be present at this gathering; to review what Yale University has accomplished; and to gain a new impression of the unity of the college world in America. Nothing could exceed the hospitality with which Yale and New Haven welcomed a host of delegates. A beautiful medal commemorating this event has been sent by Yale University to Oberlin. No one could have shared in this recent commemoration without a finer enthusiasm for the work of the Christian College in our land. The first sixty-eight years of Oberlin's history have been as notable and probably as useful as the first hundred years of the history of Yale. It is a magnificent opportunity which God places in our hands, to make the future of Oberlin the worthy fruitage of its great history rooted in the past; and I desire to close this, the fourth in my series of reports, with thanksgiving to God for the spirit of devotion to the interests of the College manifested by Faculty and students, by the community in which the College is placed, and by the loyal and earnest-hearted Board of Trustees.

JOHN HENRY BARROWS.

Reports of Officers.

Report of the Secretary.

To the President:—

SIR: The statistics for the year 1900-01 were partially reported by me in March, 1901, and it has been my aim in this report merely to so revise the statements then made as to have them include the entire year as a unit. If the Trustees decide to appoint the annual meeting in the fall each year, the facts here presented can probably be used for later comparison and study.

OFFICERS AND TEACHERS.

The officers of instruction and government for the college year 1900-01 were as follows:

Professors	32
Emeritus Professors.....	2
Associate Professors.....	4
Instructors	15
Tutors, Teachers, and Laboratory assistants	17
Librarians and Library assistants	6
Gymnasium directors and assistants.....	6
Administrative officers and clerks.....	11
Total.....	93

This list does not include non-resident lecturers.

ENROLLMENT, 1900-01.

The enrollment for the college year 1900-01, as published in the annual catalogue last May, reached a total of 1357. In this total were counted all students who had been in attendance at any time during the year. In the Summer School of 1900, 37 were enrolled whose names were not found elsewhere in the year's enrollment, and they were included in the above number. The following table shows the number of students in each department:

	Men	Women	Total
The College	197	231	428
The Theological Seminary.....	47	2	49
The Academy	190	148	338
The Conservatory of Music.....	79	388	467
Drawing and Painting	4	34	38
*The Summer School of 1900.....	15	22	37
	<hr/> 532	<hr/> 825	<hr/> 1357

Of these, 1319 came from 41 states and territories of the United States, while 38 came from foreign countries. The state of Ohio furnished 682 students, slightly more than 50% of the whole number. The other states which sent the largest number of students were as follows: Illinois 98, New York 73, Iowa 66, Pennsylvania 69, Michigan 47, and Indiana 44.

The proportion of Oberlin students coming from the state of Ohio remains very nearly constant from year to year. This will be seen by the following table:

Year	Total	Total from Ohio	Per cent from Ohio
1896-97	1283	645	50 ³⁷ / ₁₀₀
1897-98	1310	680	51 ⁹¹ / ₁₀₀
1898-99	1208	603	49 ⁹² / ₁₀₀
1899-1900	1323	659	49 ⁸¹ / ₁₀₀
1900-01	1357	682	50 ⁸⁵ / ₁₀₀

The relative number of students from Illinois and Pennsylvania seems to be increasing, and the number from Iowa and Indiana remains about the same. The proportion from New York and Michigan has decreased slightly in the last five years. The six states above mentioned contribute each year about 30 per cent of the students.

COMPARISON OF ENROLLMENT FIGURES FOR FIVE YEARS.

Year	College Dept.	Theol. Sem.	Acad.	Cons.	Physical Train'g	Drawing and Paint'g	Summer School	Total	Total Men	Total Women
1896-97..	428	66	406	359	13	11	..	1283	585	698
1897-98..	433	47	414	382	13	21	..	1310	555	755
1898-99..	419	39	316	402	17	15	..	1208	477	731
1899-1900	417	40	337	456	6	27	40	1323	524	799
1900-01..	428	49	338	467	..	37	38	1357	532	825

TERM BY TERM ENROLLMENT, 1900-01.

The largest number of students enrolled in Oberlin at any one time last year was during the winter term, when there were 1153 students present. The details of the attendance each term are shown below:

* In the Summer School totals those are excluded who were enrolled in other departments during the year.

	Fall Term	Winter Term	Spring Term	Year Enrollment
The College	421	404	391	428
The Theological Seminary ..	43	41	41	49
The Academy	285	283	266	338
The Conservatory of Music..	353	394	337	467
Drawing and Painting	27	31	16	38
The Summer School	0	0	0	37
	<hr/> 1129	<hr/> 1153	<hr/> 1051	<hr/> 1357

NUMBER OF MEN IN OBERLIN.

The relative number of men in the entire institution has remained about the same for three years.

Year	ENTIRE INSTITUTION		
	Number of Men	Total Enrollment	Percentage
1898-99	477	1208	39 $\frac{49}{100}$
1899-1900	524	1323	39 $\frac{61}{100}$
1900-01	532	1357	39 $\frac{50}{100}$

In the College Department, however, the relative number of men seems to be increasing.

Year	COLLEGE DEPARTMENT		
	Number of Men	Total Enrollment	Percentage
1898-99	179	419	42 $\frac{71}{100}$
1899-1900	190	417	45 $\frac{56}{100}$
1900-01	197	428	46 $\frac{26}{100}$

ENROLLMENT 1900-01—COLLEGE DEPARTMENT.

	Men	Women	Total
Post Graduates	2	4	6
Seniors.....	28	42	70
Juniors	29	38	67
Sophomores	44	53	97
Freshmen	83	74	157
College Specials	11	20	31
	<hr/> 197	<hr/> 231	<hr/> 428

The following table will show the number of students who had studied in the College in former years, as well as those who entered the College Department for the first time:

	Men	Women	Total	Per cent of whole Number
In College Department last year	101	143	244	57.0
In Conservatory Department last year.....	0	2	2	.5
In College Department in former years.....	7	7	14	3.3
In Academy Department last year	43	30	73	17.1
In Academy Department in former years.....	1	2	3	.7
New students, never enrolled before in Oberlin	45	47	92	21.4
	<hr/> 192	<hr/> 231	<hr/> 428	<hr/> 100.0

From the preceding table it will be seen that 168 students, comprising about 40% of the total number, are new students in the College Department this year. Of these, 18 were admitted to advanced standing, and 150 to standing as Freshmen and College Specials. Of the 168 new students, there were 89 men and 79 women.

STATISTICS OF INSTRUCTION, YEAR 1900-01.

In my last report I included a table showing the instruction furnished in the College Department, giving exact information as to the number of students electing work in each main subject, the number of students taking "required" work in that subject, and the total amount of instruction given. In the following table are shown the same facts for the year 1900-01, together with a comparison of the figures for the preceding year:

Departments	Total Classes or Sections	Number of Teaching Hours	Students					Total Instruction Units—1900-01	Total last year (1899-1900)
			Men		Women		Total		
			Required	Elective	Required	Elective			
Astronomy	2	6	0	12	0	6	18	54	174
Bible, Theology and Christian Evidences	4	9	134	6	161	4	305	507	883
Bibliography	3	6	0	24	0	45	69	138	0
Botany	11	45	36	18	23	35	112	571	575
Chemistry and Mineralogy	8	40	41	72	34	13	160	800	620
Classical Archaeology	4	11	0	37	0	122	159	435	485
Economics and Sociology	12	36	0	201	0	63	264	932	1193
English Composition	18	23	301	13	327	10	651	1036	1766
English Literature	15	47	0	133	0	365	498	1401	
French	24	52	81	72	187	183	523	1258	1094
Geology	2	10	1	18	2	27	48	240	155
German	18	44	92	73	128	218	511	1320	1187
Greek	12	42	113	22	55	77	267	860	1058
History	18	57	0	297	0	384	681	1863	880
Italian	2	6	0	2	0	3	5	15	0
Latin	21	61	191	14	174	163	542	1657	1516
Mathematics	22	77	276	70	205	23	574	2090	1756
Oratory	8	21	0	135	0	39	194	458	443
Philosophy and Pedagogy	15	58	79	84	96	81	340	1476	1468
Physics	6	27	14	67	4	16	101	491	375
Physiology and Hygiene	0	0	0	0	0	0	0	0	408
Spanish	0	0	0	0	0	0	0	0	25
Zoology	6	22	8	36	4	47	95	341	436
Total	231	701	1367	1406	1400	1924	6097	17952	16497

The information furnished as to the number of students in the classes does not furnish a sufficiently accurate exhibit of the amount of instruction given in the various departments. For example, a student electing two two-hour courses in English appears twice in the total, whereas a student electing one five-hour course in Philosophy appears but once, though the actual instruction furnished in the latter course exceeds that in the other two. It seemed necessary to reduce all courses to common units, which, in lieu of a better name, I have called "Instruction Units." An "Instruction Unit," as here used, means the instruction furnished to one student in a course in which recitations are held once a week for one term,—in other words, an instruction unit represents one student in a one-hour course for one term. To illustrate, a five-hour course in Political Economy, enrolling 55 students, is here counted as representing 275 Instruction Units; a three-hour course in Surveying, enrolling 10 students, represents 30 Instruction Units.

It should be borne in mind that this table does not adequately show the work in the Sciences, Physics, Chemistry, Zoology, etc., where there are heavy demands upon the teacher's time for laboratory instruction in addition to the class-room recitations.

The table shows that in the three terms of the College year of 1900-01 there were 231 classes, an average of 77 each term. The total number of students in these classes was 6097, an average of slightly more than 27 to each class. Figuring instruction units, the average of each class was 78.

NUMBER OF COLORED STUDENTS IN OBERLIN, YEAR 1900-01.

	Men	Women	Total
The College	10	5	15
The Seminary	1	0	1
The Academy	12	11	23
The Conservatory	2	6	8
In Drawing and Painting.....	2	1	3
	<hr/> 27	<hr/> 23	<hr/> 50

The percentage is 3%.

DEGREES CONFERRED IN 1901.

The Trustees conferred degrees as follows:

In Course.

	Men	Women	Total
A. M.	2	1	3
A. B.	28	43	71
D. B.	7	0	7
	<hr/> 37	<hr/> 44	<hr/> 81

Upon Completion of Prescribed Work.

	Men	Women	Total
A. M.....	2	1	3
A. B.....	1	0	1
Ph. B.....	0	1	1
L. B.....	0	1	1
	<hr/> 3	<hr/> 3	<hr/> 6

Honorary.

D. D.....	3	0	3
A. M.....	0	1	1
	<hr/> 3	<hr/> 1	<hr/> 4

In addition to the preceding, there were granted 5 diplomas to the graduates of the Conservatory of Music, 3 diplomas to men who completed work in the classical course in the Theological Seminary, and one certificate to a graduate of the Slavic course in the Theological Seminary. The aggregate of degrees, diplomas, and certificates was 100. The corresponding number for the preceding year was 122.

Respectfully submitted,
GEORGE M. JONES.

Report of the Librarian

To the President:—

SIR: I hereby submit my annual report, covering the school year 1900-01.

GROWTH OF THE LIBRARY.

At the beginning of the year the Library reported 44,705 bound volumes entered in the accession catalogue, and 30,422 unbound volumes. During the year 4,689 bound volumes were accessioned and 1,878 unbound volumes were catalogued without accessioning, making the total, September 1, 1901, 49,394 bound volumes and 32,300 unbound volumes. This is the largest number of volumes ever added to the library in a single year, as is shown by the following table.

ADDITIONS BY COLLEGE YEARS SINCE 1887.

1887....3,320	1892....2,113	1897....1,924
1888....1,770	1893....1,371	1898....2,317
1889....1,270	1894....3,752	1899....1,143
1890....1,908	1895....2,593	1900....4,002
1891....1,679	1896....2,083	1901....4,689

This unusual increase is due to the formal addition during the year of the library of General Jacob D. Cox, which had been in our possession since his death, and to the gift of 500 volumes from Mrs. Mary B. Ingham. The following table shows the present condition of the library :

CONDITION OF THE LIBRARY SEPTEMBER 1, 1901.

	Bound Volumes.	Unbound Volumes.	Totals.
Accessioned or catalogued, September 1, 1901...	49,394	32,300	81,694
Regular additions waiting to be added, September 1, 1901	4,500	18,000	22,500
Volumes of Newspapers in temporary bindings		1,200	1,200
Maps and Charts.....		2,500	2,500
Total.....	53,894	55,000	108,894

Of the 4,689 volumes added during the year, 821 were obtained by purchase, 3,724 by gift, 134 by exchange.

The library of General Jacob D. Cox, which had been in the building for some years, was accessioned during the year, and after excluding a few duplicates, mostly public documents already in the library, made a total of some 2,200 additions. I have in previous reports spoken of the value of this gift; I will only add that the actual handling of the books by the staff brought to light many a treasure not before noticed. This gift is undoubtedly the most valuable ever received by the library. In the literature of Military Science, the Rebellion, the Microscope, and the Diatomaceæ, it was unusually complete, with most valuable additions in many other lines. It contained, also, a very large proportion of books recently published, many of which were on our waiting list.

Another gift, which of itself would have made the year notable, came to the library through the generosity of Mrs. Mary B. Ingham of Cleveland, Ohio, now living in Oberlin. Mrs. Ingham allowed the librarian to select more than 500 volumes from the valuable private library of her husband, the late W. A. Ingham, who was for many years the leading bookseller in Cleveland. Coming from such a collection, through the personal selection of the librarian, the books were a splendid supplement to the library. In many lines, notably in descriptive and narrative literature, the gift filled a noticeable gap in our collection.

Many other lesser but greatly valued gifts were received; Mrs. E. W. Lord and Rev. D. L. Leonard, D.D., gave, as heretofore, many of the current magazines and newspapers, besides pamphlets and books. To Mrs. M. E. Peck, Mrs. S. C. Little, Miss Henrietta Matson, Mr. M. G. Dick, Rev. J. W. Bradshaw, D. D., Samuel A. Green, M. D., and Prof. C. A. Kofoid should be given especial mention for very considerable additions.

The purchases for the year have been less than last year, owing to the fact that the accumulated income of the Alden Fund had largely been

spent; only 821 volumes were added by purchase, and this apparently is about the maximum number which our present income will yearly add to the library.

MORE MONEY NEEDED FOR BOOK PURCHASES.

It seems to me the time has arrived when the Trustees should make provision for more rapid enlargement of the library by purchases. The condition of public libraries throughout the country has so changed in the last twenty years, particularly in the communities from which our students are gathered, that unless our library is more rapidly increased by carefully selected purchases, it will soon present to students accustomed to the public libraries in our larger towns, a distinctly inferior appearance.

Moreover, the larger colleges and universities with which we come into competition are all rapidly increasing their book purchases, and it is necessary for the college, if it wishes to keep its place among other institutions, to have better library facilities, not only on account of its students, but also on account of its teachers. Much has been said in recent years concerning the relative attractiveness of the larger universities and the so-designated "religious colleges" to young men prepared to fill professorships. I am convinced, from my personal acquaintance with our faculty and members from other faculties, that one very great reason why positions in our larger universities are thought to be more desirable is because of the larger opportunity for intellectual growth which the increased library or laboratory facilities of the larger universities offer. It seems to me there is no way in which Oberlin can keep or attract men of high intellectual attainments and desires so surely, and at the same time at a cost within its resources, as by greatly increasing the facilities offered by its library.

At present the library is able to buy only the absolutely essential hand-books for the use of the students. Indeed, in recent years, we have not always been able to do this, and I have known repeated instances in which a professor has purchased books and placed them upon the library shelves for the use of classes until the books were practically worn out. At the present rate of salaries this is a burden which no professor should be asked to bear.

A very large increase in funds for book purchases so that the library could not only meet the wants of the students, but also in some degree lessen the burden of book purchases which now rests upon each professor, would make the college much more attractive as a field in which to teach.

I should be glad if the Trustees could see their way to appropriate \$1,000 additional to the present income of the library for the coming year, and to increase this sum as rapidly as possible until the total amount available for book purchases each year would approximate \$5,000. I do not think that it would be necessary to exceed that sum for a number of years.

WORK OF THE YEAR.

During the year the library was open 299 days. The average attendance during the days of the school year was about 360; during the summer vacation, 72. The total number of readers for the year was 73,843. The number of books drawn for use at home was 13,164, by 1,023 persons. No attempt is made to record the number of volumes used within the building.

In the cataloguing department 4,813 bound volumes and 1,878 pamphlets were catalogued, requiring the preparation of 8,167 new cards for the catalogue and the correction (by incorporating additions) of 3,583 others.

The crowded condition of the shelves, of which I spoke in my last report, has greatly increased the labor of the year. By the end of the fall term it was practically impossible to place any new books upon the shelves in their proper places, and we were obliged from that time until the end of the college year to resort to an endless number of temporary expedients in order to find room for our regular additions. It being evident that this process could not be further continued without absolutely destroying the efficiency of the library, the Prudential Committee was asked to provide a room in which all the duplicates of the library could be stored, in order that the space occupied by them in the third story might be utilized for a portion of the regular collection. Having anticipated for some time that we should be driven to this, I had already begun the work of listing the duplicates of the library, and this work was vigorously pushed during the year, so that by the time a room was found in the Severance Chemical Laboratory which could be used for the storage of duplicates, the books were listed roughly so that we were able to put each book in a permanent position and to find it when desired. During the summer the duplicates were moved to the building until the room was full, 18,347 being packed away on shelves in the small room which was allotted to us for the purpose. The remainder of our duplicates, together with our large collection of duplicate magazines and newspapers, are waiting until some other room can be provided. Probably they will be located in a room in the old chemical laboratory, if that building is allowed to stand. The shelf room in the third story of the library building, made vacant by the removal of this large number of duplicates, was immediately assigned to a portion of the regular collection of the library, classes 500 to 799 being transferred to that floor. In making this transfer the opportunity was seized to bring back into their regular order the large number of long sets which some six years ago were placed in the basement to give us more shelf room. This division of subjects, while unavoidable at the time, had proved in practice extremely unsatisfactory, and we were glad to take the opportunity to bring all the books of a class together once more.

In addition to the removal of the classes named to the third floor of the building, the rest of the library was carefully gone over and rearranged,

leaving room wherever possible for immediate future growth. In this way all books have been arranged in a far more convenient shape than for some years, and we have room in most classes for about two years' growth. At the end of that time we shall be face to face with the necessity of removing certain classes of books from the building. I need not say that the inconvenience of this arrangement will be very great, and I trust that before the two years are past some arrangement can be made whereby the present library building shall either be devoted entirely to library purposes, or an addition provided which will meet the wants of both the library and museum for some years to come. At present there are one or two classes that are insufficiently provided with room, noticeably our collection of bound newspapers. In this class we have for more than a year been obliged to pile the new volumes, as they come from the bindery, upon the floor at the inner ends of the aisles, a method equally disastrous for the books and for the temper of the attendants when obliged to select volumes from the huge pile.

Our reading room is at some hours of the day inadequate for the number of readers who frequent it. It would be a very great gain in comfort if the rooms on the lower floor, now occupied by the museum, could be utilized for an additional reading room.

From the library's point of view, therefore, it is extremely important that as soon as possible all of the present library building be made available for library purposes. If the long-desired Science Building could be undertaken within the next year or two, it would greatly contribute to the prosperity and efficiency of the library.

APPRENTICE ASSISTANTS.

During the year our staff was increased by the help afforded by two or three apprentices, or young ladies who have library work in mind and who wish to ascertain by practical experience whether they shall proceed in the preparation for such a profession. We do not encourage young women to come here with a view of preparing themselves for library work, because we believe that in the library schools of the country there is a far more satisfactory opportunity than any help which we can offer. It is, however, as experience has shown us, a very good experiment for a young woman to try the actual detailed work of a library in order to ascertain whether she has tastes suited for such work. There is and must be in all library work a considerable amount of routine and drudgery which many who think of taking up such work have not considered, and which, when once experienced, convinces them that they do not have the taste for work involving so much of routine. It is perhaps worth while for a young woman to go through this experience in order to ascertain her fitness for the work which she would take up. The help which such young women have brought to us, particu-

larly in the cataloguing department, has amply repaid us for the time and strength given to their instruction. Without such help it would have been impossible for our limited staff to take care of the greatly increased additions which the library has received in the last two years.

LIBRARY CLUB.

The Library Club, of which I spoke in my last report, has been continued, meeting for an hour every Wednesday evening. All permanent members of the staff have belonged to it, together with the more advanced student assistants and apprentices. A portion of the year was devoted to the study of fifteenth century books, with special reference to the methods of cataloguing them. A rough translation of the rules of Dr. Karl Dziatzko, Library Director of the University of Göttingen, was prepared and this was used as a basis of work by the class. On alternate evenings the general subject of library science was considered. Mr. J. C. Dana's library primer made the basis of conversation and discussion.

The club has been very helpful in stimulating all the staff to a higher ideal of library service and to that personal study of library problems, without which even the most efficient assistant is in danger of falling into ruts.

For the present year the general topic is classification and cataloguing, the work being an endeavor to discriminate between the various places in the Dewey classification in which the same book might be placed if considered from different view-points. At the same time the question of proper subject headings for the same classes of books is fully considered, in order so that each heading may be exactly descriptive of the subject-matter of the book. This work is made very practical by comparing the classification and subject headings in recently published catalogues of libraries arranged on the Dewey system with those which have been worked out here for the same books. When necessary, correspondence is entered into with the library whose practice does not correspond to that of our library, in order to ascertain the exact shades of discrimination which have been employed there. Perhaps in no year has the club been more practical or stimulating than it is at present.

Respectfully submitted,
AZARIAH S. ROOT.

Report of the Dean of the Women's Department.

To the President:—

SIR: As a supplement to the report of the Women's Department for the first two terms of the academic year 1900-01, I have the honor to present the following statement.

With the addition of statistics for the spring term, the enrollment for the entire year is as follows:

Fall Term.....	667
Winter Term	703
Spring Term	619

No serious case of discipline has occurred since the last report. In the government of the department, the largest liberty consistent with good work and good order has been allowed.

The health of the students has, on the whole, been excellent. But an epidemic of tonsilitis at Lord Cottage has emphasized again the imperative need of hospital facilities, so that such contagious diseases may be promptly isolated, before an entire household is affected. Your attention is respectfully invited to the report of the committee now considering plans for a new college hospital.

Respectfully submitted,

ALICE H. LUCE.

Report of the Director of the Men's Gymnasium.

To the President:—

SIR: There is little to add to my last annual report. During my absence the class-work went on as usual in the old gymnasium, under the direction of Mr. Edwin Fauver, assisted by Mr. Edgar Fauver and by student teachers. No physical examinations were made except in the case of candidates for the various athletic teams. Work on the Warner Gymnasium progressed steadily under the supervision of Professor St. John and Mr. C. P. Doolittle. No additional contracts were let before my return to Oberlin in the middle of August. On August 22 an order for lockers and a portion of the gymnastic apparatus was placed with the Narragansett Machine Company, of Providence, R. I. Owing to delays caused chiefly by discussion of a central heating and lighting plant for the College, the contract for heating the building could not be let until August 28, when it was awarded to Smith & Oby, of Cleveland, for \$4,485.00. The remaining contract, for gas and electric fixtures, has been given to the Chicago Lighting Fixture Company. The gymnasium offices were occupied in time to begin physical examinations

of new students in them promptly at the opening of the present college year, and the condition of the rest of the building at that time gave promise that it could be opened for use at least as early in the semester as has been our practice with the old gymnasium in former years.

Some of the results of my observations in Sweden were embodied in an article on the Stockholm Normal School of Gymnastics, which appeared in the *American Physical Education Review* for December, 1900, and in another on Physical Training in the Schools of Stockholm, in the same quarterly for March, 1901. After leaving Berlin early in March I spent two months in various parts of Germany, visiting the other German normal schools of gymnastics in Dresden, Karlsruhe, Stuttgart and Munich, and observing the equipment and methods in use in the different states. The rest of the year, in Italy, Switzerland and Paris, brought the leisure requisite for the elaboration of a scheme of physical training adapted to the vastly improved facilities now in the possession of the College.

Respectfully submitted,

FRED EUGENE LEONARD.



Department Reports.

THE COLLEGE.

Report of the Dean of College Men.

To the President:—

SIR: I have no material additions to make to the report rendered last March. The year has closed with a feeling of general satisfaction in the result of the changes mentioned in the report covering the first two terms of the year. The experiment of holding Chapel at the close of the forenoon recitation hours resulted so satisfactorily as to lead both students and faculty to vote in favor of making a permanent change to that hour. The effect upon the attendance has been noticeably beneficial. There have been no cases of special discipline during the term.

Respectfully submitted,

WILLIAM GEORGE CASKEY.

Report of the Professor of Bibliography.

To the President:—

SIR: The courses offered in Bibliography the past year have been as follows:

Number and Subject of Course	Number of hours per week	Men	Women	Total
Fall, 1900.				
1 Use of Libraries.....	2	10	24	34
Winter, 1901.				
2 Elementary Bibliography.....	2	3	9	12
Spring, 1901.				
3 History of Printing	2	11	12	23

The work has been very enjoyable, although that portion of it which has been given for the first time has required much time in preparation.

Classes have been larger than I can regularly expect; partly, I suppose, because the rearrangement of courses left a considerable number of students without continuous courses which they could elect. The work suffers, and will continue to suffer, from a lack of illustrative material; not only books, but facsimile reproductions of the early printed books, which should be added if the work is to be satisfactory. There is a good opportunity offered here for some lover of old books to provide a fund which shall enable the library to purchase representative works of the famous printers or facsimiles of such works. There is need, also, of large additions to our bibliographical collections if the course in that branch of the subject is to be practical and efficient.

Respectfully submitted,
 AZARIAH S. ROOT.

Report of the Professor of Botany.

To the President:—

SIR: The following courses of instruction in Botany have been given during the year:

Number and Subject of Course	Number of hours per week	Men	Women	Total
Fall, 1900.				
†1 Elementary Biology.....	5	26	14	40
3 General Morphology of Phanerogams	5	1	2	3
6 Systematic Botany—Cryptogams.....	{ 3 5	1 0	0 1	2
		28	17	45
Winter, 1901.				
5 Plant Physiology	5	0	3	3
6 Systematic Botany—Cryptogams.....	{ 5 8 10	0 0 0	1 1 1	3
		0	6	6
Spring, 1901.				
*1 Elementary Botany	5	16	24	40
†2 Cryptogamic Botany.....	5	10	7	17
4 Systematic Botany—Phanerogams	3	0	1	1
6 Systematic Botany—Cryptogams.....	{ 1 8 15	0 0 0	1 1 1	3
		26	35	61

Courses marked (*) are required for Scientific Senior Academy students but are open to all College students as electives. Courses marked (†) are required for Scientific Freshmen, but are open to all others as electives.

A graduate student in the department, Miss Mary E. Kennedy, O. C. 1899, received the degree of Master of Arts in June, after completing a very satisfactory year's work. She is spending the present year in graduate work at the University of Chicago, where she holds a university scholarship.

Miss Elizabeth Aborn, O. C. 1900, who held the graduate scholarship in the division of Natural History, did not fully complete her work on account of ill health. She expects to be ready for her examination soon.

During the spring term the herbarium received by gift from Mrs. C. A. Ripley, O. C. 1852, a collection of about 500 Missouri plants, and from Mr. Fred. B. Wright, O. C. 1897, about 300 plants from Russian Asia. Both these valuable accessions are still to be incorporated in the organized collection. The additions by purchase have been entirely of Cryptogams. They include 100 species of Fungi and 225 species of Algæ. Our collection of Algæ is rapidly becoming the most important in the central states.

Interest on the part of the students in the Arboretum continues strong. About 125 young trees were planted by them on Arbor Day. Conditions are still far from satisfactory, however, for the best growth of the trees. They cannot receive the care and attention that is necessary, for there is practically no money available for the maintenance of the Arboretum. During the drought of the past summer the young trees suffered severely, when the attention of a capable man might have saved them. The Arboretum needs greatly a permanent caretaker. It cannot properly fulfil its function to college and town until one is provided.

Respectfully submitted,

F. O. GROVER.

Report of the Professor of Chemistry and Mineralogy.

To the President:—

SIR: During the fall term of 1900, owing to the large number of students in General Inorganic Chemistry, and the small size of the lecture-room in Cabinet Hall, it was necessary to divide this class into two sections, and to repeat the lectures. The new Severance Chemical Laboratory makes such a division no longer necessary. The class for laboratory work was divided into still smaller sections in order that each student might receive more constant personal attention from the instructor.

The enlarged course in the metals and qualitative analysis, extending over two terms, was taken by a large number of students, and the far better preparation shown for subsequent scientific studies at the end of the spring term fully justified the change.

The work in Organic Chemistry was taken up with great enthusiasm by the students, and although the class was small, the work accomplished was

good. This important study would undoubtedly attract a much larger number of students, if it were not necessary to charge a large fee to cover expenses.

Concerning the other courses taught in this department, no changes of note have been made since the last report.

The statistical report is as follows:

Number and Subject of Course	Number of hours per week	Men	Women	Total
Fall, 1900.				
1 Inorganic Chemistry	5	41	34	75
Winter, 1901.				
2 Qualitative Analysis	5	25	6	31
4 Quantitative Analysis	5	13	0	13
		<hr/>	<hr/>	<hr/>
		38	6	44
Spring, 1901.				
3 Qualitative Analysis	5	18	3	21
5 Quantitative Analysis	5	6	0	6
6 Organic Chemistry	5	3	4	7
1 Mineralogy	5	7	0	7
		<hr/>	<hr/>	<hr/>
		34	7	41

Respectfully submitted,
F. F. JEWETT.

Report of the Associate Professor of Economics and Sociology.

To the President:—

SIR: There is little to add to the report of the department made last year. The number of students electing the courses offered is shown in the appended tables; the Economic Seminar, which is limited to eight, was increased to nine in the spring term by the return of an old student. One need is, however, so pressing that at the risk of reiteration it must be emphasized again. The value of the work in economics lies not so much in the study of a text-book as in the wider reading done outside of the class. The need of a larger appropriation for the college library is therefore an urgent one.

Number and Subject of Course		Number of hours per week	Men	Women	Total
Fall, 1900.					
Econ. 1	Political Economy.....	5	34	24	58
Econ. 4	Money and Banking.....	3	8	0	8
Soc. 1	Anthropology.....	2	16	4	20
Econ. 5	Economic Seminar.....	2	8	0	8
			66	28	94
Winter, 1901.					
Econ. 2	Socialism and Social Reform.....	5	24	6	30
Soc. 2	Sociology.....	2	17	5	22
Pol. Sci. 4	Comparative Politics.....	3	20	2	22
Econ. 5	Economic Seminar.....	5	8	0	8
			69	13	82
Spring, 1901.					
Econ. 3	Transportation and Tariff.....	5	23	6	29
Soc. 1	Charities.....	2	16	11	27
Pol. Sci. 2	Constitutional Law.....	3	18	5	23
Econ. 5	Economic Seminar.....	2	9	0	9
			66	22	88

Respectfully submitted,

ERNEST L. BOGART.

Report of the Professors of English.

I.

To the President:—

SIR: The following are the statistics of the courses in English offered by me during the year 1900-01:

Number and Subject of Course		Number of hours per week	Men	Women	Total
Fall, 1900.					
4	Advanced Composition.....	2	13	10	23
5	Old English Prose.....	5	3	8	11
9	Shakespeare.....	3	14	30	44
13	History of English Literature.....	2	11	25	36
			41	73	114

Number and Subject of Course	Number of hours per week	Men	Women	Total
Winter, 1901.				
*2 Composition.....	3	37	51	88
6 Old English Poetry.....	5	2	5	7
10 Shakespeare	3	11	55	66
13 History of English Literature	2	13	31	44
		<hr/>	<hr/>	<hr/>
		63	142	205
Spring, 1901.				
*3 Composition.....	3	40	53	93
7 Old English Poetry	5	2	4	6
11 Shakespeare	3	13	60	73
13 History of English Literature.....	2	20	41	61
		<hr/>	<hr/>	<hr/>
		75	158	233

In the required courses in Composition, offered in the winter and spring terms, I had the assistance of Mr. W. F. Bohn as a reader of themes.

I beg leave to repeat the suggestion of my last report, that such addition be made to the staff of English instruction as shall enable us to require Freshman Composition two hours a week instead of one, and to offer an elective course in Composition of at least two hours, for Juniors and Seniors.

Respectfully submitted,

C. H. A. WAGER.

* Required.

II.

To the President:—

SIR: Since the report submitted last March, no changes have been made in that part of the English work which is under my supervision. The statistics of these classes for the entire year are as follows:

Number and Subject of Course	Number of hours per week	Men	Women	Total
Fall, 1900.				
*1 Rhetoric and Composition (five sections) ..	1	85	83	168
8 Chaucer	3	2	7	9
12 Nineteenth Century Masterpieces.....	3	12	28	40
		<hr/>	<hr/>	<hr/>
		99	118	217
Winter, 1901.				
*1 Rhetoric and Composition (five sections) ..	1	71	75	146
8 Chaucer	3	2	5	7
12 Nineteenth Century Masterpieces.....	3	12	28	40
		<hr/>	<hr/>	<hr/>
		85	108	193

Required. Taught by Miss Mary E. Barrows.

Number and Subject of Course	Number of hours per week	Men	Women	Total
Spring, 1901.				
*1 Rhetoric and Composition (five sections) .. 1		68	65	133
8 Chaucer	3	4	8	12
12 Nineteenth Century Masterpieces.....	3	12	30	42
		<hr/> 84	<hr/> 103	<hr/> 187

Respectfully submitted,

ALICE H. LUCE.

* Required. Taught by Miss Mary E. Barrows.

Report of the Department of Romance Languages.

To the President:—

SIR:

Number and Subject of Course	Number of hours per week	Men	Women	Total
Fall, 1900.				
†1a Beginning French	5	13	20	33
*2 Grammar and Conversation.....	2	9	33	42
*3 French Prose and Drama.....	2	23	32	55
4 French Composition	1	6	20	26
†5 French Prose of 17th and 18th Centuries ..	2	4	11	15
7 French Poetry.....	2	1	6	7
9 French Grammar and Composition.....	1	0	5	5
10 History of French Literature	2	0	8	8
1a Italian	3	1	2	3
		<hr/> 57	<hr/> 137	<hr/> 194
Winter, 1901.				
†1b Beginning French	5	13	23	36
*2 Grammar and Conversation.....	2	9	18	27
*3 French Prose and Drama.....	2	18	28	46
4 French Composition	1	7	28	35
†5 French Prose of 17th and 18th Centuries ..	2	4	10	14
7 French Poetry.....	2	1	7	8
9 French Grammar and Composition.....	1	0	5	5
10 History of French Literature	2	0	6	6
1b Italian	3	1	1	2
		<hr/> 53	<hr/> 126	<hr/> 179

The courses marked (*) are required, those marked (†) required or elective, the rest are elective.

Number and Subject of Course	Number of hours per week	Men	Women	Total
Spring, 1901.				
†1c Beginning French	5	12	22	34
*2 Grammar and Conversation.....	2	5	15	20
*3 French Prose and Drama.....	2	14	22	36
*4 French Composition.....	1	5	20	25
†5 French Prose of 17th and 18th Centuries ..	2	6	9	15
7 French Poetry.....	2	3	8	11
9 French Grammar and Composition.....	1	1	5	6
10 History of French Literature	2	0	8	8
		<hr/> 46	<hr/> 109	<hr/> 155

In courses 1 and 3, the number of students was so large last year that a division into two sections would have been decidedly advantageous. This semester these courses are still larger. In course 1 there are now forty-eight students, in course 3, thirty-five. It is, therefore, exceedingly difficult to give to all students in such elementary courses the daily drill so necessary for a good foundation for further work. Some further aid in the college teaching seems necessary in the Romance department.

During the past year, Professor Wightman has edited, and is about to publish, an annotated edition of *Notre Dame de Paris* by Victor Hugo, for use in college classes.

Professor Wightman is absent for study for the year 1901-02. His absence has made necessary the reduction, for the present year, of the work in the department. The course in Spanish is omitted and the courses in French Prose of the Nineteenth Century and in French Drama of the Seventeenth Century are each given but two hours a week, instead of three, as announced in the catalogue.

French pronunciation presents such difficulty, that it has seemed to me desirable to give more opportunity for ear-training. To this end, I have begun the experiment of reading an hour each week from the modern French Drama. The attendance on this reading is of course voluntary, as it is at the French Club which has started with good attendance. The Club has begun to read *Cyrano de Bergerac*, besides the regular drill in French Conversation.

On account of the absence of Professor Wightman, I have been asked to present this report.

Respectfully submitted,

KIRKE L. COWDERY.

The courses marked (*) are required, those marked (†) required or elective, the rest are elective.

Report of the Professor of Geology and Zoology.

To the President:—

SIR: All the instruction in this department during the past college year was given by Mr. Lynds Jones, whose report appears in connection with this. I am happy to report that my own health is so materially improved that I am able to resume work again.

The readjustment of the courses to the new semester system has inevitably increased the need of laboratory space. It brings the elementary Zoology side by side with elementary Geology, both beginning now in the fall; whereas, in former years, the Zoology was postponed until the winter term. The elementary classes are always larger than the advanced classes, and in both subjects the classes have to be divided into sections for laboratory work, occupying the laboratories on alternate days. The situation has been relieved to a degree by the opening of one room in the new Severance Laboratory to this department; but this plan will of necessity be only a temporary one. The space that remains in the Library building is inadequate to the working needs of the department, as has been true for many years past. It has retarded seriously the growth of the scientific collections, and rendered their proper storing and exhibition impossible. Important gifts, from several different fields, are known to me to have been withheld from us, because we have no room in which they could be put to any useful purpose, by safe housing and adequate installment. All recent collections and contributions are simply stored away in basement boxes, awaiting the day, which I trust is not very far distant, when a building, planned for the purpose, can be opened for their use. It is encouraging that so many friends of the college see and remark upon this need, and that the President and Trustees mention it so urgently in the last annual reports.

Some valuable additions to our material equipment, besides those mentioned in my last report, have been obtained, and the new year has opened with many favorable prospects.

Respectfully submitted,

ALBERT A. WRIGHT.

To the President:—

SIR: The following are the statistics of the classes taught by me during the year 1900-01:

Number and Subject of Course	Number of hours per week	Men	Women	Total
Fall, 1900.				
1 Geology 1.....	5	8	11	19
Winter, 1901.				
1 Zoology (two divisions)	5	17	10	27
Spring, 1901.				
2 Entomology	2	2	2	4
4 Vertebrate Histology.....	5	3	3	6
6 Ornithology (elementary)	3	19	33	52
7 Ornithology (advanced).....	2	3	3	6
		<hr/>	<hr/>	<hr/>
		27	41	68

Respectfully submitted,

LYNDS JONES.

Report of the Professor of the German Language and Literature.

To the President:—

SIR:

Number and Subject of Course	Number of hours per week	Men	Women	Total
Fall, 1900.				
*2 Easy Texts.....	2	22	21	43
*3 Review of Grammar, Easy Texts, Writing.	4	29	32	61
4 Introduction to Classic Drama	3	8	21	29
*5 Modern Novel.....	2	5	27	32
6 Advanced Writing	1	3	20	23
7 Goethe, Schiller, Lessing.....	3	2	4	6
		<hr/>	<hr/>	<hr/>
		69	125	194
Winter, 1901.				
*2 Easy Texts.....	2	19	16	35
*3 Easy Texts, Writing, Conversation.....	3	24	31	55
4 Classic Drama	3	7	21	28
*5 Modern Novel.....	2	2	20	22
6 Advanced Writing	1	2	14	16
7 Goethe, Schiller, Lessing.....	3	0	7	7
		<hr/>	<hr/>	<hr/>
		54	109	163
Spring, 1901.				
*2 Easy Texts.....	2	17	19	36
*3 Easy Texts, Writing, Conversation.....	4	15	28	43
4 Classic Drama	3	4	17	21
*5 Modern Novel.....	2	5	23	28
6 Advanced Writing	1	0	17	17
7 Goethe, Schiller, Lessing.....	3	1	8	9
		<hr/>	<hr/>	<hr/>
		42	112	154

The courses marked with a star (*) are required, the others elective. Courses 3 and 5 are elective for about one-half the class.

The above schedule shows the enrollment in the German classes for the year 1900-01. The actual number of students in the department was: fall, 174; winter, 149; spring, 142. Also about 25 College students have begun the study of German with the Academy classes. Course 5 was conducted by Mrs. Swing, the others by myself.

Respectfully submitted,

ARLETTA M. ABBOTT.

Report of the Professor of Greek Literature and Greek Archaeology.

To the President:—

SIR: I submit the following report of the department of Greek Literature and Greek Archaeology for the spring term, 1901. Of the elective courses in Greek, that in Aristophanes was taken by two young men and eleven young women; that in Plato, by three young men and fourteen young women. The Freshmen read the "Medea" of Euripides and the "Clouds" of Aristophanes. There were thirty-five young men and seventeen young women in the two divisions. The course in the History of Greek Sculpture, Part III., was elected by twelve young men and twenty-five young women.

The complete statistics of the department for the entire year are as follows:

Number and Subject of Course	Number of hours per week	Men	Women	Total
Fall, 1900.				
*1 Lysias (two divisions).....	4	40	21	61
4 Herodotus.....	2	6	13	19
7 Aristophanes	3	2	14	16
1 History of Greek Sculpture.....	3	5	29	34
		53	77	130
Winter, 1901.				
*2 Homer's Odyssey (two divisions).....	3	38	17	55
4 Thucydides.....	2	7	11	18
7 Aristophanes	3	2	14	16
1 History of Greek Sculpture.....	3	11	36	47
		58	78	136
Spring, 1901.				
*3 Euripides and Aristophanes (two divisions). 4	4	35	17	52
4 Plato.....	2	3	14	17
7 Aristophanes	3	2	11	13
1 History of Greek Sculpture.....	3	12	25	37
		52	67	119

Respectfully submitted,

CHARLES B. MARTIN.

* Required.

Report of the Professor of History.

To the President:—

SIR: My courses in History have been as follows:

Number and Subject of Course	Number of hours per week	Men	Women	Total
Fall, 1900.				
10 American History (Int.)	2	22	18	40
11 American History (Adv.)	3	9	4	13
12 English History	5	4	2	6
		<hr/> 35	<hr/> 24	<hr/> 59
Winter, 1901.				
10 American History (Int.)	2	12	12	24
11 American History (Adv.)	3	8	10	18
12 English History	5	4	1	5
		<hr/> 24	<hr/> 23	<hr/> 47
Spring, 1901.				
10 American History (Int.)	2	9	16	25
11 American History (Adv.)	3	5	6	11
12 English History	5	6	4	10
		<hr/> 20	<hr/> 26	<hr/> 46

Respectfully submitted,

L. B. HALL.

Report of the Professor of Mediaeval History.

To the President:—

SIR: The following are the statistics of the classes which I have taught during the past year:

Number and Subject of Course	Number of hours per week	Men	Women	Total
Fall, 1900.				
1 Spanish History, lectures	2	40	58	98
4 Mediæval History	5	25	32	57
7 History of Mediæval Architecture	2	12	21	33
		<hr/> 77	<hr/> 111	<hr/> 188

Number and Subject of Course	Number of hours per week	Men	Women	Total
Winter, 1901.				
2 Italian History, lectures.....	2	41	51	92
5 History of the Reformation and Thirty Years' War.....	5	16	26	42
8 History of Italian Renaissance Painting...	2	12	21	33
		69	98	167
Spring, 1901.				
3 History of Italy.....	2	44	52	96
6 History of Civilization	5	16	18	34
9 Dutch Art.....	2	13	31	44
		73	101	174

Course 4 is open to Juniors and Seniors.

Courses 5, 6, 7, 8, and 9 are open to students who have had Mediæval History.

Courses 1, 2, and 3 are open to Freshmen and other students equally advanced.

All the above courses are elective.

Respectfully submitted,

A. A. F. JOHNSTON.

Report of the Professor of Latin.

To the President:—

SIR: Two courses, not announced in the catalogue, were offered by the Latin department in the Spring term of 1901. Professor Hall gave a three hour course in Tacitus's Histories, Books III and IV,—a continuation of the work done in the Fall and Winter. I offered a course in Latin Writing, meeting with the class once a week. Passages were assigned for translation into Latin, and the recitation hour was used in criticising these versions and in discussing points in Latin syntax. This work seems so valuable, especially for a prospective teacher, that I shall henceforth require it for admission to the regular Teachers' Course.

The lack of the really essential books, illustrative matter, etc., is a source of regret, and always will be, until a library fund is established of sufficient size to allow each department to have annually at its disposal a respectable amount for the purchase of necessary material.

The following is the annual report for 1900-01. Professor Hall has taught one section of the Freshmen, and offered the elective in Tacitus and Suetonius:

Number and Subject of Course		Number of hours per week	Men	Women	Total
Fall, 1900.					
*1	De Senectute, Latin Writing (four sections)	3	64	60	124
4	Tacitus and Suetonius.....	3	5	23	28
7	Latin Inscriptions and Manuscripts	3	0	11	11
10	Teachers' Course	2	1	16	17
			<hr/>	<hr/>	<hr/>
			70	110	180
Winter, 1901.					
*2	Livy (four sections)	3	61	60	121
4	Tacitus and Suetonius.....	3	4	19	23
8	Roman Satire (Lucilius and Horace)	3	0	12	12
10	Teachers' Course	2	1	20	21
4	(Classical Archæology) Private Life of the Romans	2	10	32	42
			<hr/>	<hr/>	<hr/>
			76	143	219
Spring, 1901.					
*3	Horace, Odes and Epodes (three sections) .	4	65	55	120
4	Tacitus, Histories.....	3	0	11	11
12	Latin Writing	1	2	13	15
8	Roman Satire (Juvenal and Persius).....	3	0	18	18
10	Teachers' Course.....	2	1	20	21
			<hr/>	<hr/>	<hr/>
			68	117	185

Respectfully submitted,
WALTER DENNISON.

Report of the Professor of Mathematics.

To the President:—

SIR: In the Department of Mathematics the work done by the freshmen and sophomores during the last year differed very little from that of preceding years. On the whole it seems to me that the teaching of elementary mathematics is growing a little stronger in the high schools as a class, and as our Academy has now strengthened its course in Algebra and Geometry, we can confidently expect the students in the College mathematics to do more thorough work, and to do it with greater ease.

The work of the juniors and seniors, which varies from year to year, covered College Algebra, Modern Analytic Geometry, and Advanced Integral Calculus. Mr. Cairns did his share of the freshman work, and conducted the class in Engineering.

As a greater number of students are looking forward to the teaching of mathematics, and courses in technical schools, the classes in the advanced

courses in mathematics are larger than could reasonably be expected when the large number of attractive electives offered in the College course and the difficult character of the subject are kept in mind.

I think I am safe in making the statement that there is a larger number of students now enrolled in the elective courses in mathematics than ever before in the history of Oberlin College. The statistics of courses in the department during the year are as follows:

Number and Subject of Course	Number of hours per week	Men	Women	Total
Fall, 1900.				
*1 Algebra and Tables (four sections).....	3	108	76	184
4 Engineering 1	3	7	2	9
7 Advanced Analytic Geometry.....	5	14	3	17
10 Advanced Algebra	3	7	5	12
11 Modern Analytic Geometry	2	2	1	3
		<hr/> 138	<hr/> 87	<hr/> 225
Winter, 1901.				
*2 Trigonometry (four sections)	4	80	61	141
5 Engineering 2.....	2	4	1	5
8 Calculus.....	5	11	2	13
9 Advanced Integral Calculus	3	7	4	11
		<hr/> 102	<hr/> 68	<hr/> 170
Spring, 1901.				
*3 Analytic Geometry (four sections)	4	88	68	156
6 Engineering 3	2	3	2	5
8 Calculus	5	10	2	12
9 Advanced Integral Calculus	3	5	1	6
		<hr/> 106	<hr/> 73	<hr/> 179

Respectfully submitted,

F. ANDEREGG.

Report of the Professor of Oratory and Rhetoric.

To the President:—

SIR: The following is a report of elections for the year in the department of Oratory and Rhetoric:

Number and Subject of Course	Number of hours per week	Men	Women	Total
Fall, 1900.				
1 General Course, Elocution (two sections) ..	3	41	21	62
Winter, 1901.				
2 Oratory (two sections)	3	31	7	38
3 Argumentation	2	11	0	11
		<hr/> 42	<hr/> 7	<hr/> 49
Spring, 1901.				
Oratory (two sections)	3	24	3	27
Debate	2	12	0	12
Dramatic Reading	2	9	8	17
		<hr/> 45	<hr/> 11	<hr/> 56

In addition to the preceding I had the following courses in the Seminary:

First Semester, 1900.		Men	Women	Total
Elocution (b)		7	0	7
Second Semester, 1901.				
Elocution (a)		12	1	13

Respectfully submitted,
WILLIAM GEORGE CASKEY.

Report of the Professor of Philosophy.

To the President:—

SIR: Because the course in the *Microcosmus* of Lotze was given last year as a three-term course instead of as a two-term course, which it had previously been, it did not seem best to offer besides the usual spring term course in the Bearings of Evolution. That course consequently does not appear in the statistics for the spring term. The questions raised in the evolution course were, however, given a little fuller consideration in the discussion of the *Microcosmus*. The year seemed to show a clear gain for the students in giving the longer time to the *Microcosmus* course.

The general work of the spring and summer is spoken of in the report upon Theology.

The statistics of the courses taught by me in connection with the College Department follow:

Number and Subject of Course	Number of hours per week	Men	Women	Total
Fall, 1900.				
Philosophy 6. The Microcosmus.....	5	15	10	25
*Bible 13. Outline of Christian Theology.....	1	25	41	66
		40	51	91
Winter, 1901.				
Philosophy 6. The Microcosmus.....	5	10	10	20
*Bible 13. Outline of Christian Theology.....	1	24	43	67
*Bible 1. Synoptic Gospels.....	2	85	77	162
		119	130	249
Spring, 1901.				
Philosophy 6. The Microcosmus.....	5	11	10	21

Respectfully submitted,

HENRY CHURCHILL, KING.

Report of the Professor of Psychology and Pedagogy.

To the President:—

SIR: The following table shows the number of students under my care in the departments of Philosophy and Pedagogy during the college year 1900-01:

PHILOSOPHY.

Number and Subject of Course	Number of hours per week	Men	Women	Total
Fall, 1900.				
*1 Introductory Psychology.....	5	37	51	88
7 History of Philosophy.....	5	6	1	7
9 Advanced Ethics.....	2	3	0	3
		46	52	98
Winter, 1901.				
*2 Introductory Ethics.....	5	42	45	87
7 History of Philosophy.....	5	4	1	5
9 Advanced Ethics.....	2	4	0	4
		50	46	96
Spring, 1901.				
3 Introductory Logic.....	2	7	12	19
4 Introduction to Philosophy.....	3	11	9	20
5 Experimental Psychology.....	5	1	2	3
		19	23	42

* Required.

PEDAGOGY.

Fall, 1900.

1 History of Education	3	2	9	11
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Winter, 1901.

2 Educational Psychology.....	3	0	13	13
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Spring, 1901.

3 Theory of Education.....	3	0	4	4
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I wish to call attention once more to the needs of the Psychological Laboratory. There is an absolute need for a yearly appropriation of \$200, and an amount equal to that mentioned last year as a general appropriation.

Respectfully submitted,

S. F. MACLENNAN.

Report of the Professor of Physics and Astronomy.

To the President:—

SIR: The following are the statistics for this department for the academic year ending last June:

Number and Subject of Course		Number of hours per week	Men	Women	Total
Fall, 1900.					
1	Physics	5	22	12	34
5	Physics	4	3	0	3
			25	12	37
Winter, 1901.					
1	Astronomy	3	7	3	10
2	Physics	5	24	4	28
4	Physics	4	5	1	6
			36	8	44
Spring, 1901.					
1	Astronomy	3	5	3	8
3	Physics	5	23	2	25
4	Physics	4	3	2	5
			31	7	38

It was a disappointment to this department that the plans for a central heating and lighting plant could not be carried out, as, on the electrical side, the department feels itself especially in need of some source of electric power and of a dynamo and motor equipment for the purposes of experiment and instruction. The President of the Cleveland, Elyria & Western electric

road has generously offered the power for such purposes, but the necessary equipment required in order to utilize this offer is beyond the resources of the department. The need in this direction may appeal to some friend of Oberlin College interested in the construction and installation of electrical appliances and machinery.

Mr. Joseph R. Miller, A.B., Oberlin College, 1900, was appointed at the close of the year assistant in this department for the year 1901-02, with the privilege of doing also some graduate work in this or allied departments. Mr. Earl F. Adams, A.B., Oberlin College, 1901, was appointed teacher of Physics in the Academy.

The demand for teachers of Science at the close of the year was in excess of the supply. It is important that as many Oberlin trained men and women as possible be supplied to the secondary schools as teachers, and it is hoped that Oberlin will be able to supply this demand in the future as far as teachers of Science are concerned as fully as she does in other lines of work.

The head of the department was again upon the summer staff of the Yerkes Observatory, and spent the greater part of the summer there in investigation along the line of astro-physics.

Respectfully submitted,

CHARLES EDWARD ST. JOHN.

Report of the Professor of Physiology.

To the President:—

SIR: No work was done in this department of instruction during the last college year on account of my absence in Europe. The provision which had been made for that absence is explained in the first part of my last annual report.

Respectfully submitted,

FRED EUGENE LEONARD.

THE THEOLOGICAL SEMINARY.

Report of the Acting Professor of Old Testament Language and Literature.

To the President:—

SIR: The following table represents the number of students working in the various courses of this department, under the direction of Professor George S. Burroughs, during the year 1900-01:

Number and Subject of Course	Number of hours per week	Men	Women	Total
First Semester.				
Hebrew (a).....	5	6	0	6
Hebrew (b).....	2	5	0	5
Old Testament Theology	3	20	1	21
		<hr/> 31	<hr/> 1	<hr/> 32
Second Semester.				
Hebrew (a).....	5	6	0	6
Hebrew (c).....	2	5	1	6
Old Testament Introduction 2	3	21	1	22
		<hr/> 32	<hr/> 2	<hr/> 34

Respectfully submitted,

EDWARD E. BRAITHWAITE.

Report of the Professor of New Testament Language and Literature.

To the President:—

SIR: The report now submitted covers the same period as that reported upon last year. I therefore repeat certain statements made in last year's report, but add a more complete statement of my outside work during the year.

Number and Subject of Course	Number of hours per week	Men	Women	Total
First Semester.				
*New Test. (a) Exegesis of Mark and Acts 1-15 .	4	11	1	12
*Gen. Introduction to New Testament.....	1	11	1	12
New Test. (d).....	2	6	0	6
New Test. Seminar, Johannine Theology.....	2	4	0	4
Bib. Theol. I, Teaching of Jesus	2	14	1	15
		<hr/> 46	<hr/> 3	<hr/> 49
Second Semester.				
*New Test. (a).....	4	9	1	10
*Gen. Introduction to New Testament.....	1	9	1	10
New Test. (d)	2	5	0	5
New Test. Introduction I.....	3	15	1	16
		<hr/> 38	<hr/> 3	<hr/> 41

* Required.

The increased requirement for admission to the Seminary has secured a body of students unusually well prepared to do the grade of work prescribed in the curriculum. All the work of the department is conducted on the seminar plan, by which students are first brought, as far as possible, to the original sources of information, directed in their investigation, and afterward introduced to the best literature of the various subjects under discussion.

The courses in Introduction, Exegesis, and Biblical Theology are so arranged that those who take both required and elective courses can in three years go over the entire New Testament, partly in English and partly in Greek. The courses in Introduction are so conducted as to give a thorough acquaintance with the various books studied, and to raise the principal exegetical problems in each. In this way a great deal of work in the English New Testament is provided, without at all decreasing the amount of work in Greek ordinarily offered in theological seminaries.

Among the more important addresses delivered outside of Oberlin were three before the Congregational State Association of Michigan, and one before the State Association of Ohio; three before the Minnesota State Convention of the Young Men's Christian Association; one each before the Young Men's Christian Associations of Marietta College and the University of Michigan; and one at the Jubilee Meeting of the Young Men's Christian Association in Boston.

A course of ten lectures was delivered in Professor W. W. White's Bible Teachers' College in Montclair, N. J.; seven lectures were given in the Forward Movement Council at Lake George; and a class was conducted at the Students' Conference in Northfield, Mass. I have also published a book entitled "Studies in the Teaching of Jesus and His Apostles," intended for the use of college students.

This partial report of outside work covers the summer vacation of 1901 as well as the Seminary year.

Respectfully submitted,

EDWARD I. BOSWORTH.

Report of the Professor of Church History.

To the President:—

As the former report of this department, which was made out in March of the present year, contained all the data asked for in the present report, I may be excused if I do not duplicate those items here. There is, however, something additional to report in regard to Council Hall. Just at the close of the Seminary year the hot-water heaters, which had been in use for eleven years, gave out on both sides of the building, followed a little later by the special heater which furnishes hot water for the bath rooms. After

the central heating plant was finally postponed, the heaters were renewed in all the parts that had been weakened by use, at a total cost of \$980.

The Seminary has no funds from which to pay such permanent repairs, as the income of Council Hall is only sufficient to meet its current expenses and to make ordinary repairs. By omitting all the usual repairs the past summer, and all the regular painting and papering, the committee was able to pay \$200 on the above bill. The Trustees will see, without any confessions of the committee, that the situation is embarrassing.

Respectfully submitted,
ALBERT T. SWING.

Report of the Professor of Theology.

To the President:—

SIR: The method and courses, followed in my teaching in connection with the Theological Department, are the same as last year, and have been fully described in preceding reports. The statistics of the different courses follow:

Number and Subject of Course	Number of hours per week	Men	Women	Total
First Semester.				
*Theology II	5	10	0	10
*Theological Encyclopedia	2	9	1	10
		19	1	20
Second Semester.				
*Theology II	5	10	0	10

The most important addresses of the spring and summer were probably two platform addresses at Northfield, Mass., given in connection with the annual Y. M. C. A. Students' Conference, upon The Significance of Jesus Christ, and Practical Suggestions for Meeting Temptation; and four lectures given before the Harvard Summer School of Theology, upon The Influence of the Social Consciousness upon Theology, covering the topics: The Real Meaning of the Social Consciousness for Theology; The Influence of the Social Consciousness upon the Conception of Religion; The Influence of the Social Consciousness upon Theological Doctrine. I also taught one of the regular Bible courses—Studies in the Acts and Epistles—at Northfield.

Respectfully submitted,
HENRY CHURCHILL KING.

* Required.

Report of the Professor of the Harmony of Science and Revelation.

To the President:—

SIR: I returned from my extended trip around the world in time to teach the classes assigned me for the spring term. The statistics of attendance follow:

Number and Subject of Course	Number of hours per week	Men	Women	Total
3 Quaternary Geology	5	11	18	29
1 Evidences of Christianity.....	5	6	4	10
		<hr/> 17	<hr/> 22	<hr/> 39

The class in Evidences is attended by theological students as well as by those of the college. To the theological students I gave also ten lectures, which were open to the public, on the Geological Confirmations of Bible History which came under my observations during my journey. These have proved to be of very wide interest, and I have been busy during the entire summer in preparing the material for publication. My first preliminary report was read to the London Geological Society and published in their Quarterly Journal for May, 1901, Vol. 57, pp. 244-250. A more popular discussion of the facts bearing on the question of the Noachian Deluge was published in McClure's Magazine for June, 1901, and in The Sunday School Times early in July. The discoveries made have brought to me many most interesting observations from other geologists which had not been published, and throw on me the responsibility of an extended correspondence. The fuller results will be published from time to time in The Bibliotheca Sacra, and in due time in a volume which publishers are anxious to get. But, meanwhile, it has seemed best to lay a basis for the special treatment of the facts by preparing a general treatise, to be published in two volumes, on Asiatic Russia, which is now in the hands of the printers and will keep me busy for two or three months in reading the proofs and getting it through the press.

Thus, without expense to the college, I am continuing to carry out the intentions of the professorship to which I was transferred ten years ago. The trip through Asia was one of original investigation, touching points both of great importance to Biblical study and of great popular and general scientific interest; the results will be more and more apparent as the facts are more fully brought before the public.

Respectfully submitted,

G. FREDERICK WRIGHT.

Report of the Professor of Homiletics and Pastoral Theology.

To the President:—

SIR: This Report, under the circumstances, is largely a repetition of that of last year's, since last year's Report covered two terms of this.

In my Homiletic work, course a, I have found the Manual of Professor T. H. Pattison, of Rochester Theological Seminary, "The Making of the Sermon," recently adopted for the use of this class, very satisfactory. As a manual of instruction it is admirable, combining the merits of an excellent arrangement of matter with a literary art and felicity of illustration that make it interesting as a study and easily remembered. I have adopted the use of this text-book for the class-room in place of my own lectures upon the subject in deference to the growing sentiment that teaching by a text-book is, on the whole, better for the student than teaching by lectures. Whether it will prove so in my case, I am not yet quite clear.

I have added to my course this year upon "The Great Preachers of the Past," course b, two new lectures upon Borsnet and the French preachers.

My course in Missions I have extended so that it now includes the Islands of the Pacific in the survey given of the Foreign Missionary work.

The courses in Practical Theology are substantially the same as before, with such modifications as an adaptation to the changing years with their new ideas and methods may suggest.

The statistical tables subjoined indicate the courses of instruction given and the number of students that have taken them:

Number and Subject of Course	Number of hours per week	Men	Women	Total
First Semester.				
*Homiletics (a)	3	10	0	10
*Preaching Exercise	1	39	0	39
Sermon Plan Construction.....	1	8	0	8
*Practical Theology (a)	3	6	0	6
Practical Theology (b)	2	6	0	6
		69	0	69
Second Semester.				
Homiletics (b).....	2	8	0	8
*Preaching Exercise	1	39	0	39
Sermon Plan Construction.....	1	12	0	12
Practical Theology. (c).....	2	5	0	5
Missions	2	5	0	5
Sermon Criticism	2	10	0	10
		79	0	79

Respectfully submitted,
A. H. CURRIER.

* Required.

Report of the Principal of the Slavic Department.

To the President:—

SIR: Numerically the past year has been the strongest in the history of the Slavic department. There were in attendance fourteen men, representing four nationalities (the Bohemian, Slovak, Polish, Magyar), and five states of the Union (Kansas, Nebraska, Minnesota, Pennsylvania, Connecticut), with one foreign country (Austrian Silesia). Six students were entirely self-supporting; two graduated at the end of the year. The studies pursued in the department proper, and taught by the professor in charge, are given in the following table:

Subject	Number of hours per week	Number of Students in class
Theology.....	5 (throughout the year)	1
Inductive Logic	5 (first semester)	4
Psychology.....	5 "	4
Ethics	5 (second semester)	4
Bohemian	5 (throughout the year)	10
English	5 " "	7

The remaining studies of the Slavic students appear in the reports of the other departments of the institution.

Respectfully submitted,

LOUIS F. MISKOVSKY.

THE ACADEMY.

Report of the Principal of the Academy.

To the President:—

SIR: From the Academy class of last year 55 students entered the Freshman class of Oberlin College, in September. About twenty others entered other colleges or technical schools, while the usual number failed to complete their work and are still studying in the Academy.

The teachers in the Academy have worked out the details of the new course which was adopted by the Board of Trustees at its last meeting, and feel that much better results are sure to be accomplished under the new course than under the old. It is too early, however, to speak positively regarding this matter.

After the meeting of the Trustees in June, Miss Willard resigned her position as teacher of declamation. Mr. Seeley K. Tompkins, who graduated from Oberlin in the class of 1901, was secured to take her place, and his appointment is recommended to the Trustees at this meeting.

Respectfully submitted,

JOHN FISHER PECK.

THE CONSERVATORY OF MUSIC.

Report of the Executive Committee of the Conservatory.

To the President:—

SIR: The Conservatory of Music has suffered the greatest loss ever experienced in its history by the death of its Director, Professor Fenelon B. Rice, who died Saturday, October 26, 1901, of angina pectoris, after an illness of two days.

All work in Warner Hall was suspended until after the funeral services, which were held in the Second Church on Tuesday, October 29, at 10 o'clock. Short addresses were made by President Barrows, Dr. Tenney, Dr. Warner, and Professor King. The choir sang "Happy and Blest," from *St. Paul*, "O Paradise," "Still, still with Thee," and the "Sevenfold Amen." The impressiveness and beauty of these services cannot be described.

We have lost not our great leader only, but a man who was to many of us the truest friend we ever knew, and our sense of loss can only increase as the days and months go on.

A special meeting of the Conservatory Faculty was called by our secretary, and an executive committee consisting of Miss Wattles, Mr. Carter, and Mr. Morrison, was elected to take charge of affairs in the department.

The following statistics show the growth and prosperity of the Conservatory during the year:

THE NUMBER OF STUDENTS.

	Women	Men	Total
Fall, 1900	345	71	416
Winter, 1901	385	76	461
Spring, 1901	351	75	426

The number who have studied in both College and Conservatory:

	Conservatory and College	Conservatory alone	Total
Fall, 1900	101	315	416
Winter, 1901	123	338	461
Spring, 1901	118	308	426

The following table gives departments taught, with number of students in each:

	Fall, 1900	Winter, 1901	Spring, 1901
Harmony	156	171	106
Counterpoint	26	17	18
Canon and Fugue	8	6	12
Musical History	46	48	50
Pianoforte	340	340	357
Organ	51	52	45
Singing	195	214	158
Violin	31	40	39
Violoncello	2	3	1
Wind instruments	6	7	4
Ear Training	37	80	62
Choral Singing	82	83	37
Public School Music Instruction .....	...	...	40

Mr. Charles K. Barry, who has been Instructor in Pianoforte since 1891, has been appointed Instructor in German in the College department. By a happy arrangement he still retains part of his work with us.

Mr. Lindquist has been added to the faculty as teacher of pianoforte. He graduated last year from the Conservatory, and his playing of the Grieg Concerto in A minor, with orchestra, was one of the marked performances of last year.

Mr. Pierce has charge of the choral classes.

A normal course for teachers of music in the public schools was introduced in the spring of 1901. This course provides a thorough drill in sight singing, presents in a systematic manner the best teaching methods, together with the material for each successive grade, and gives actual practice in conducting the classes. The need of such a course has long been felt. Forty pupils took the work, and genuine enthusiasm was shown throughout the term. There are two classes planned for the spring term of 1902. Mr. W. J. Horner has charge of this course, and is also superintendent of music in the public schools of Oberlin.

Respectfully submitted,

CHARLES W. MORRISON,

Chairman Executive Committee.

DRAWING AND PAINTING.

Report of the Instructor in Drawing and Painting.

To the President:—

SIR: During the college year ninety-one pupils were enrolled in this department. Four young men and twenty-one young women from the college elected drawing. Fourteen young men and two young women took the required work in drawing of the Scientific Course. Nineteen young women have combined the work of this department with that of the Conservatory.

Weekly instruction of one hour has been given the teachers of the Oberlin Kindergarten Training School.

A larger number of students making a specialty of the study of Drawing and Painting and a consequent superiority of work have been gratifying. At the annual commencement exhibition of students' work, the drawings made from the living models and the studies in water-colors were a decided improvement over the work of previous years.

Respectfully submitted,

EVA M. OAKES.

THE SUMMER SCHOOL.

Report of the Principal of the Summer School.

To the President:--

SIR: Last spring it seemed advisable to a majority of the committee on the Summer School to change the length of the term from eight weeks to six. The Faculty adopted the recommendation and the term was shortened. At the same time a new adjustment of credits allowed toward the Bachelor's degree for work in the Summer School was made. The present arrangement corresponds closely to the prevailing practice in many other colleges.

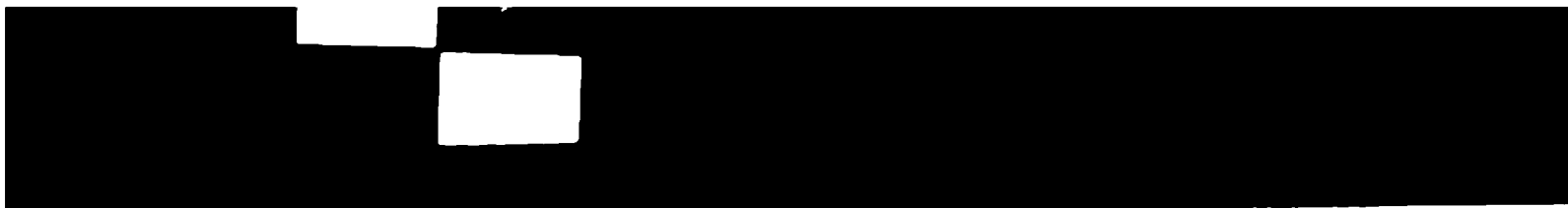
The courses given were as follows: Chemistry, one course, by Professor Jewett; Ornithology, one course, by Mr. L. Jones; Psychology, one course, and Pedagogy, one course, by Professor MacLennan; English, three

courses, by Mr. W. V. Durand; Elocution, one course, by Professor Caskey; French I. and II. by Mrs. Cowdery; German I. and II. by Professor Martin; German III. by Professor Anderegg; College Latin, one course, and Roman Archæology, one course, by Professor Dennison; College Greek, one course, by Professor Martin; Academy Greek, one course, by Professor Peck; English History, one course, and American History, one course, by Professor Hall; Political Economy, one course, and Economic History of the United States, one course, by Professor Bogart; Geometry, one course, and Algebra, one course, by Professor Anderegg.

Owing to the fact that there are practically no other interests to claim the attention of the students, the amount and quality of the work done in the summer school are decidedly satisfactory. The special lecturers were President Barrows and Professors King, Martin, and Caskey. These lectures are open to the townspeople as well as to the students, and are highly appreciated. The attendance on the school was unusually small, numbering only eighty. The Pan-American Exposition probably kept many teachers out of the summer schools.

Respectfully submitted,

FREDERICK ANDEREGG.



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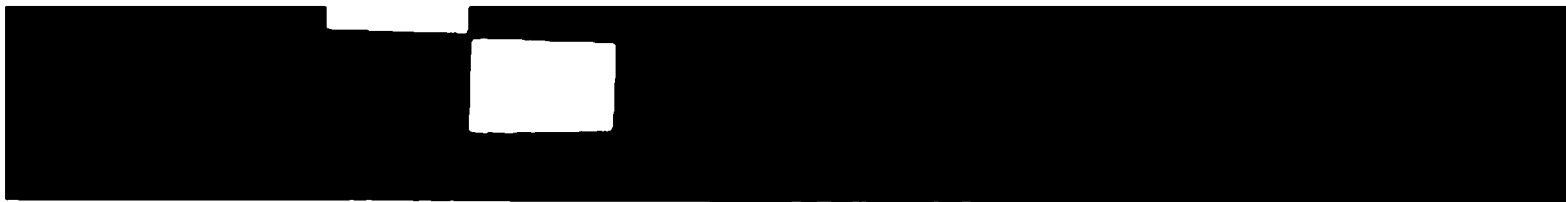
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Treasurer's Report.

1901.



Treasurer's Statement.

TO THE BOARD OF TRUSTEES OF OBERLIN COLLEGE:—

The Treasurer of the College submits his Annual Statement for the year ending August 31, 1901, as follows:

The funds separately invested are:

	PRINCIPAL. August 31, 1901.	NET INCOME.
University Endowment (part of)—		
University houses and lands.....	\$ 26,711 35	\$ 373 97
Construction account—Baldwin Cottage....	13,470 31	276 56
" " Talcott Hall.....	14,720 03	2,168 27
Advances to Sundry Accounts	13,363 29	79 47
C. G. Finney Memorial Fund—		
Mortgages and real estate.....	74,775 00	
Cash	1,067 49	3,031 21
Straus Fund—		
Oberlin real estate	27,890 00	
Springer Fund—		
Cleveland real estate.....	4,881 70	228 30
Foltz Tract Fund—		
Bonds.....	570 72	22 50
Totals	\$ 177,449 89	\$ 6,180 28

The other Funds are invested as a whole. A summary statement of these investments with the net income thereof, is as follows:

	PRINCIPAL. August 31, 1901.	NET INCOME.
Notes and mortgages.....	\$ 384,960 85	\$ 19,054 54
Stocks, bonds, and collateral Loans.....	232,302 01	10,017 60
Real estate.....	219,035 12	7,453 72
Time deposits (Savings and Trust Co.'s).....	80,000 00	
Advances to sundry accounts.....	33,137 84	
Loan to General Fund.....	9,887 19	
Cash	44,390 53	2,118 81
Totals of general investments.....	\$1,003,713 54	\$ 38,644 67
Total of special investments.....	177,449 89	

\$1,181,163 43

The above investments are stated in detail, beginning at page 88 of this report.

The net income of general investments, \$38,644.67, has been divided at the rate of 4.5% among the funds to which they belong. The fraction \$37.94 was credited to University account.

The excess of expenses over income in the accounts of University, College, Academy and Theological Seminary, combined as usual, was \$10,030.09. The total amount of the General Fund applicable to the payment of this deficit was \$142.90, which being subtracted leaves \$9,887.19 as the unpaid deficit on August 31, 1901.

Gifts have been received during the year as follows:—

GIFTS FOR IMMEDIATE USE.

From Mrs. L. O. W. Butler, \$50.00 for desks in Peters Hall.

From H. C. King, \$11.60 for desks in Peters Hall.

From "A Friend," \$155.00 for the Library.

From T. A. Hall, \$25.00 for the Library.

From L. H. Severance, \$35,000.00; part of his gift for the construction of the new Chemical Laboratory.

From Lucien C. Warner, \$20,000.00; part of his gift for the construction of the new Gymnasium for men.

From James B. Dill, \$1,700.00 for the purchase and equipment of a Football Field.

From Ebenezer Buckingham, \$500.00; to be used under direction of the President of the College.

From citizens of Oberlin, \$141.50; their subscriptions to the Reunion expenses.

From members of the Living Endowment Union, \$470.50; for current expense.

For beneficiary aid in the Theological Seminary from—

F. H. Richardson.....\$ 10 00 Second Cong. Church, Oberlin.\$ 90 88

For the support of the Slavic Department in the Theological Seminary from—

J. I. Buchanan.....	\$100 00	E. L. Pickard.....	\$150 00
Mr. and Mrs. C. F. Olney..	100 00	Miss Anne Walworth.....	250 00
Mrs. Rebecca Webb.....	50 00	S. T. Wellman.....	100 00
A. H. Currier.....	15 00	H. A. Schaufler.....	30 00
George Balla.....	5 00	Andrew Kovac.....	5 00
A. T. Swing	5 00		
"Anonymous," Exeter, N. H.....			10 00
Bohemian Church, Silver Lake, Minn.....			20 00

Pilgrim Church, Cleveland.....	\$25 00
First Congregational Church, Oberlin.....	50 33
Second Congregational Church, Oberlin.....	5 50
First Congregational Church Sunday School, Oberlin.....	14 77
Congregational Church, South Norwalk, Conn.....	13 81
First Church, Springfield, O.....	4 50
Congregational Church, Y. P. S. C. E., Medina, O.....	10 00
Slovak Friends, Allegheny, Pa.....	5 04
Ohio W. H. M. U.....	241 39
New York W. H. M. U.....	100 00
Connecticut W. M. U.....	50 00
Grinnell, Ia., W. M. U.....	2 00

Total amount of these gifts for immediate use is \$59,516.82, as shown on page 81 of this report.

GIFTS TO FORM NEW FUNDS OR INCREASE OLD ONES.

From John Vetter, of Eldon, Mo., \$100.00; a subscription to the Fairchild Professorship.

From D. I. Miner, of Hayward, Wis., \$10.00; a subscription to the Fairchild Professorship.

From Charles Foster, of Fostoria, O., 38.06; part of his subscription to the Monroe Professorship.

From Thomas A. Hall, of Chicago, \$100.00; a subscription to Library Endowment.

From A. C. Bartlett, of Chicago, \$5,000.00; to found the Frank Dickinson Bartlett Fund.

From an anonymous donor, \$2,000.00; to found the Andover Scholarships in memory of John Smith, of Andover, Mass.

From the family of the late S. N. Castle, \$1,000.00; to found the Henry N. Castle Scholarship.

From the Estate of Wm. E. Osborn, of Pittsburg, Pa., \$33,000.00; a part of his bequest to Oberlin College.

From an anonymous friend in Boston, Mass., \$50,000.00; his unrestricted gift to general endowment.

From the Estate of Roxalana C. Kibbe, of Springfield, Mass., \$950.00; her unrestricted bequest of \$1,000.00 less the inheritance tax.

From A. C. Lane,, \$15.00; a gift to general endowment.

From L. J. Luethi, of Dover, O., \$10.00; a gift to general endowment.

From O. Jenkins, of Collinwood, O., \$1.00; a gift to general endowment.

From the Estate of Mrs. Sarah D. Todd, of Wakeman, O., \$33.34; part of her bequest to general endowment.

From Alumni, \$12,254.80; part payments on subscriptions to the Class Reunion Funds.

The total amount of the gifts to capital account is \$104,512.50, as is also shown on page 82 of this report.

The accounts hereinafter presented are:

First, a set of tables showing the current income and expenses of each Department in detail, accounts of general interest being placed under the heading "University."

Second, a general statement of all receipts and payments which increased or decreased any fund or balance in the care of the Treasurer.

Third, a list of all the Funds and Balances in the care of the Treasurer showing their amounts at the beginning and end of the year.

Fourth, a classified list of the properties or assets in the hands of the Treasurer.

Fifth, a list of buildings, grounds, apparatus, etc., in use for College purposes, and *not valued* on the Treasurer's books.

JAMES R. SEVERANCE, *Treasurer.*

Statement of income and expense for the year.

UNIVERSITY.

INCOME.

From invested funds.....	\$ 7,952 31	
From rent of houses and lands not valued.....	339 82	
Biography of C. G. Finney.....	77 90	
Total income	<hr/>	\$8,370 03

EXPENSE.

Salaries—Administration	\$ 8,150 00	
Treasurer's office.....	3,303 38	
Library	2,400 00	
Gymnasium	2,517 00	
Secretary's office.....	1,680 00—	18,050 38
Clerks		880 53
Stationery, printing and postage (including Quinquennial).....		2,459 3
Advertising		1,221 49
Fuel and lights.....		984 66
Buildings and grounds, care and repairs.....		2,510 73
Men's Gymnasium		338 27
Women's Gymnasium		345 98
Outside Representation (agency)		145 75
Sundry expense		202 11
Payments in excess of income on account of Stewart Hall.....		213 43
Alumni Dinner		292 91
Payments on Lord and Hinchman funds		170 00
Total expense	<hr/>	27,815 62

Special Accounts—

Receipts.

Art School Fees	1,270 50	
Teachers' Course, Woman's Gymnasium.....	132 32	
Jennie Allen Nurse Fund.....	90 00	
Jones Loan Fund, loans returned.....	391 00	
" " " interest	45 00	
Scholarship Funds, from investments.....	1,204 00—	3,132 82

Payments.

Art School	1,270 50	
Teachers' Course Woman's Gymnasium.....	44 97	
Jones Loan Fund, loans made	728 70	
To holders of scholarship orders.....	1,153 50	
C. F. Olney Fund.....	450 00—	3,647 67

COLLEGE.

INCOME.

From invested funds.....	15,727 85	
Term bills	30,423 80	
Graduate fees.....	434 00	
Chemical Laboratory fees.....	788 71	
Botanical " "	198 00	
Zoölogical " "	306 00	
Physical " "	199 00	
Elocution	34 00	
Gift for current expense.....	61 60	
Total income.....	<hr/>	48,172 96

EXPENSE.

Salaries	31,064 97	
Clerks.....	144 56	
Stationery, printing and postage.....	253 37	
High School Representation.....	77 50	
Fuel and lights.....	773 96	
Buildings and grounds, care and repairs.....	1,453 26	
Chemical Laboratory.....	788 71	
Botanical "	198 00	
Zoölogical "	306 00	
Physical "	199 00	
Museum	385 67	
Herbarium	175 00	
Apparatus	500 00	
Psychology	24 60	
Sundry Expense.....	149 50	
Diplomas	533 18	
Trustee Scholarships.....	857 60	
Avery "	276 00	
Oberlin College scholarship.....	36 00	
Cross scholarship.....	150 00	
Total expense.....	<hr/>	38,346 81

<i>Special Accounts—</i>	<i>Receipts.</i>	
Scholarship funds from investments.....		690 00
	<i>Payments.</i>	
To holders of scholarship orders.....		620 00

ACADEMY.

INCOME.		
Term bills.....	13,451 61	
Physical Laboratory fees.....	43 20	
Total income	<hr/>	13,494 81
EXPENSE.		
Salaries.....	11,679 16	
Clerks.....	98 05	
Stationery, printing and postage.....	189 55	
Fuel and lights.....	390 37	
Buildings and grounds, care and repairs.....	324 90	
Sundry expense.....	35 00	
Trustee scholarships	747 50	
Physical Laboratory.....	43 20	
Total expense.....	<hr/>	13,507 73

THEOLOGICAL SEMINARY.

INCOME.		
From invested funds.....	9,281 94	
Term bills and rent of rooms.....	1,388 77	
Diplomas.....	44 75	
Rent of Burrell House.....	34 88	
Total income	<hr/>	10,750 34
EXPENSE.		
Salaries	9,366 58	
Clerks	10 30	
Stationery, printing and postage.....	101 31	
Amount carried forward	<hr/>	\$9,478 19

Amount brought forward.....	\$9,478 19	
Advertising.....	71 00	
Fuel and lights.....	512 66	
Buildings and grounds, care and repairs.....	876 11	
Interest on advances.....	64 47	
Sundry expense.....	56 22	
Outside representation.....	89 35	
Total expense.....	—————	11,148 00

Special Accounts—

Receipts.

Slavic Department—Gifts for current expense.	1,362 34	
“ “ —Loan repaid.....	575 00—	1,937 34
Scholarship Funds—From investments.....	823 14	
“ “ —Gifts.....	100 88	
“ “ —Loans repaid.....	230 50—	1,154 52

Payments.

Slavic Department.....	2,074 30
To holders of scholarship orders.....	1,301 00

CONSERVATORY.

INCOME.

Term bills.....	42,084 55	
Interest on Reserve Fund.....	1,043 13	
Rent of Williams House (less improvements).....	74 18	
Total income	—————	43,201 86

EXPENSE.

Salaries	30,818 37	
Library, etc.....	206 61	
Stationery, printing and postage.....	702 40	
Advertising.....	267 00	
Piano and organ tuning.....	1,640 62	
Fuel and lights.....	851 88	
Janitor and engineers.....	1,963 00	
Supplies and repairs.....	739 06	
Total expense.....	—————	37,188 94

Special Accounts—

Receipts.

Loan Fund, loans returned	152 00
---------------------------------	--------

Payments.

Loan Fund, loans made.....	69 00
----------------------------	-------

LIBRARY

INCOME.

From invested funds.....	927 85	
Dividend G. T. Harvey Co.....	60 00	
Term bills.....	1,345 75	
Private examinations.....	361 59	
Registrar's fees	104 50	
Books and supplies sold	183 43	
Gifts for current expense.....	180	
Total income		3,164 12

EXPENSE.

Librarian's assistant, clerks.....	934 97	
Subscription to Case Library.....	10 00	
Binding books	604 74	
Stationery, printing and postage.....	331 93	
Purchase of books.....	1,626 59	
Total expense.....		3,508 23

MISCELLANEOUS.

Receipts.

Finney Memorial Fund, interest.....	3,031 21	
Foltz Tract Fund, interest.....	22 50	
" " " sale of tracts.....	4 37—	26 87
Annuity Funds, income.....	4,879 02	
Summer School, fees.....	1,130 50	
Total		9,067 60

Payments.

Finney Memorial Fund.....	2,500 00	
Foltz Tract Fund	39 28	
Annuities	9,080 08	
Summer School	1,225 79	
Total.....		12,845 15

Summary of the income and expenses of the University, College, Academy, and Theological Seminary:

	INCOME.	EXPENSE.	SURPLUS.	DEFICIT.
University.....	\$ 8,370 03	\$27,815 62		\$19,445 59
College.....	48,172 96	38,346 88	\$ 9,826 08	
Academy.....	13,494 81	13,507 73		12 92
Seminary (Theol.)....	10,750 34	11,148 00		397 66
	<hr/>	<hr/>	<hr/>	<hr/>
	\$80,788 14	\$90,818 23	\$ 9,826 08	\$19,856 17
		80,788 14		9,826 08
		<hr/>		<hr/>
Total deficit for the year.....		\$10,030 09		\$10,030 09

General Statement of all receipts and payments which increased or decreased any fund in the care of the Treasurer.

RECEIPTS.

Income from general investments.....	\$ 39,487 14	
" " special investments	6,100 81	
" " houses and lands not valued.....	448 88—	46,036 83
Term Bills:—		
College	30,423 80	
Academy	13,451 61	
Theological Seminary.....	1,388 77	
Art School.....	1,270 50	
Library.....	1,346 75	
Conservatory	42,084 55	
Woman's Gymnasium—Teachers' Course.....	132 32	
Summer School.....	1,130 50—	91,228 80
Sundries:—		
Finney Biography, copyright.....	77 90	
Library fees, fines, etc.....	649 52	
Special instruction in Elocution.....	34 00	
Diplomas	44 75	
Laboratory fees—Chemistry.....	\$ 788 71	
" " Botany.....	198 00	
" " Zoölogy.....	306 00	
" " Physics	205 02	
" " Physics Academy ..	43 20—	1,540 93
Jones Loan Fund (loans returned).....	391 00	
The May Moulton Memorial Fund (interest)...	70 00	
Beneficiary aid returned (Theological).....	230 50	
Conservatory Loan Fund (loans returned).....	152 00	
Slavic Fund (loan returned).....	575 00	
Scholarship Loan Fund.....	134 25	
Foltz Tract Fund (sale of tracts).....	4 37	
Burrell Fund (sale of coal).....	30 25	
The G. F. Harvey Fund	60 00—	3,994 47
Sundry Gifts for immediate use.....		59,516 82
Amount carried forward.....		\$200,776 92

Amount brought forward..... \$200,776 92

Gifts to Permanent Funds:—

James H. Fairchild Professorship.....	\$	110	00	
Monroe Professorship		38	36	
Library Endowment.....		100	00	
Frank Dickinson Bartlett Scholarship.....		5,000	00	
Andover Scholarship.....		2,000	00	
Henry N. Castle Scholarship.....		1,000	00	
William E. Osborne Fund (part).....		33,000	00	
General Endowment		59	34	
Roxalana C. Kibbe Fund.....		950	00	
"Anonymous"		50,000	00	
Class Reunion Funds, on subscriptions.....		12,254	80—	104,512 50
Total receipts				\$305,289 42

PAYMENTS.

Salaries:—

University	18,050	38	
College.....	31,064	97	
Academy	11,679	16	
Seminary	9,366	58	
Conservatory	30,818	37—	100,979 46

Clerks:—

University	880	53	
College	144	56	
Academy	98	05	
Seminary	10	30	
Library.....	934	97—	2,068 41

Stationery, printing and postage:—

University	2,459	38	
College	253	37	
Academy	189	55	
Seminary	101	31	
Conservatory	702	40—	3,706 01

Advertising and Outside Representation:—

University	1,367	24	
College	77	50	
Seminary	160	35	
Conservatory	267	00—	1,872 09

Fuel and Lights:—		
University	984 66	
College	773 96	
Academy	390 37	
Seminary	512 66	
Conservatory	851 88—	3,513 53
Buildings and Grounds, Janitors, Supplies, etc.:—		
University	2,510 73	
College	1,453 26	
Academy	324 90	
Seminary	876 11	
Conservatory	2,702 06—	7,867 06
Laboratories, Museum, etc.....		2,888 41
Gymnasia		684 25
Special Courses (all departments).....		3,389 77
Scholarships and aids.....		6,109 30
Purchase of books.....		2,270 61
Sundry Advances repaid and interest.....		1,014 74
Annuities		11,580 08
Loss on running expense Stewart Hall.....		213 43
Rebuilding Lord Cottage, on account.....		4,149 36
Severance Chemical Laboratory, on construction account.....		28,239 78
Warner Gymnasium, on construction account.....		16,122 21
Sundry payments.....		8,878 07
Total payments.....		\$205,546 57

Total receipts.....	305,289 42
Total payments.....	205,546 57
	<hr/>
	99,742 85
Loan to General Fund.....	9,887 19
	<hr/>
Increase in Funds and Balances as is also shown on page 87 of this report.....	109,630 04

Funds and Balances in the care of the Treasurer

August 31, 1900.

August 31, 11

142 90	General Fund (so called).....		
59,290 89	Endowment	\$110,300 23	
17,514 89	Alumni Fund.....	17,514 89	
24,475 00	E. I. Baldwin Fund.....	24,475 00	
10,000 00	Henrietta Bissell Fund.....	10,000 00	
31,199 41	James H. Fairchild Professorship.....	31,309 41	
10,275 00	Walworth Fund.....	10,275 00	
38,000 00	Dickenson Fund.....	38,000 00	
4,846 10	Clarrisa M. Smith Fund.....	4,846 10	
16,000 00	Ralph Plumb Fund.....	16,000 00	
2,000 00	Truman P. Handy Fund.....	2,000 00	
85 06	Shaw Fund.....	85 06	
79 14	Latimer Fund.....	79 14	
1,505 91	Butler Fund	1,505 91	
22,844 92	Reunion Fund of 1900 (part).....	32,626 72	
	William E. Osborn Fund (part).....	33,000 00—	\$332,017
2,702 42	C. N. Pond Fund.....	2,689 95	
7,555 43	Dutton "	7,415 42	
2,990 24	Prunty "	2,974 80	
177 18	Whipple "	171 15	
282 35	Finney "	277 05	
830 77	Davis "	788 15	
77 56	Ryder "	72 05	
8,433 90	Dascomb "	8,303 42	
470 60	Warner "	461 78	
62,282 49	C. V. Spear "	61,385 20	
1,246 15	Gillett "	1,182 23	
373 84	Perry "	354 66	
171 67	Scales "	164 40	
6,477 89	Ross "	6,444 40	
4,706 01	Gilchrist "	4,617 78	
31,380 25	Marx Strass "	27,890 00	
4,953 40	Mary A. Springer Fund.....	4,881 70—	130,074
1,000 00	Cowles Memorial Scholarship.....	1,000 00	
1,100 00	Dr. A. D. Lord Scholarship.....	1,100 00	
1,000 00	Mrs. Elizabeth W Lord Scholarship...	1,000 00	
1,045 00	Hinchman Fund	1,045 00—	4,145
Amount carried forward			\$466,236

Amount brought forward.....	\$466,236 60
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5,000 00	Lydia Ann Warner Scholarship.....	5,000 00	
1,000 00	F. V. Hayden Scholarship.....	1,000 00	
6,000 00	Avery Fund.....	6,000 00	
1,578 91	Finney Scholarship.....	1,500 16	
1,000 00	Howard Valentine Scholarship.....	1,000 00	
1,000 00	Caroline Scholarship.....	1,000 00	
1,000 00	Talcott ".....	1,000 00	
1,000 00	Metcalf ".....	1,000 00	
1,000 00	Dodge ".....	1,000 00	
1,000 00	Dascomb ".....	1,000 00	
1,000 00	Bierce ".....	1,000 00	
1,000 00	Graves ".....	1,000 00	
500 00	Louis Nelson Churchill Scholarship....	500 00	
200 00	Ann Lincoln Fund.....	200 00	
885 39	Jones Loan Fund.....	592 69	
1,250 00	Mary E. Wardle Scholarship.....	1,250 00	
6,500 00	Dr. Dudley Allen Fund.....	6,500 00	
	Henry N. Castle Scholarship.....	1,000 00	
	Reunion Fund, 1900, Scholarships....	2,373 00	
130 00	Trustee Scholarship Fund (part).....	130 00	
267 00	Scholarship Loan Fund (part).....	401 25—	34,447 10
257 45	Unused income, above scholarships..		386 70

75,311 28	C. G. Finney Memorial Fund.....	75,842 49	
2,506 37	Jennie Allen Nurse Fund.....	2,596 37—	78,438 86
9,738 15	Balance credits, sundry accounts....		14,448 66

COLLEGE.

67,910 57	Endowment	67,910 57	
19,561 41	Dascomb Professorship.....	19,561 41	
50,000 00	Stone Professorship	50,000 00	
55,881 37	Fredrika Bremer Hull Professorship..	55,881 37	
30,000 00	Graves Professorship.....	30,000 00	
30,000 00	Brooks ".....	30,000 00	
23,709 89	Monroe ".....	23 748 25	
25,000 00	James F. Clark Professorship.....	25,000 00	
20,000 00	Perkins Fund.....	20,000 00	
25,000 00	Avery Professorship	25,000 00—	347,101 60
1 14	G. F. Wright Research Fund (balance)		1 14

Amount carried forward.....	\$941,063 66
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Amount brought forward		\$941,060 66
1,000 00	Jennie M. Williams Scholarship	1,000 00
6,000 00	Ellen M. Whitcomb "	6,000 00
1,000 00	Flora L. Blackstone "	1,000 00
500 00	Tracy-Sturges Scholarship	500 00
1,500 00	E. A. West Fund	1,500 00
1,000 00	Harvey H. Spelman Scholarship	1,000 00
1,000 00	Lucy B. Spelman "	1,000 00
1,000 00	Janet Whitcomb "	1,000 00
1,000 00	Mrs. F. E. Tracy "	1,000 00
	Frank Dickinson Bartlett Scholarship ..	5,000 00
	Andover Scholarships	2,000 00— 21,000 00
70 30	Unused income, above scholarships ..	80 30
419 33	Balance credits, sundry accounts	152 04

ACADEMY.

1 60	Balance credits, sundry accounts	66
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THEOLOGICAL SEMINARY.

34,281 88	Endowment	34,281 88
21,371 10	Finney Professorship	21,371 10
8,935 84	Finney and Morgan Professorship	8,935 84
25,000 00	Holbrook Professorship	25,000 00
21,707 00	Michigan "	21,707 00
4,750 00	Place Fund	4,750 00
3,465 30	Burrell Fund	3,495 55— 119,541 37
<hr/>		
4,429 91	West Fund	4,279 26
141 17	Hudson Fund	138 52— 4,417 78
<hr/>		
5,000 00	Lemuel Brooks Scholarship	5,000 00
1,500 00	Jennie M. Rossiter Scholarship	1,500 00
1,000 00	McCord-Gibson "	1,000 00
1,000 00	John Morgan "	1,000 00
1,000 00	Painesville "	1,000 00
1,000 00	Oberlin First Cong. Church Scholarship	1,000 00
1,000 00	Oberlin Second Cong. Church "	1,000 00

Amounts carried forward \$11,500 00 \$1,086,252 81

Amounts carried forward		\$11,500 00	\$1,086,252 81
1,000 00	Anson G. Phelps Scholarship	1,000 00	
1,000 00	Butler Scholarship	1,000 00	
1,000 00	Miami Conference Scholarship.	1,000 00	
1,250 00	Tracy Scholarship	1,250 00	
1,000 00	Sandusky Scholarship	1,000 00	
1,250 00	Leroy H. Cowles Scholarship	1,250 00	
700 00	Emerson Scholarship (part)	700 00	
291 95	Susan S. Button Fund	291 95—	18,991 95
1,301 52	Unused income, above scholarships..		1,155 04
553 79	Balance credits, sundry accounts		416 83

CONSERVATORY.

23,180 63	Reserve Fund	29,193 55	
454 00	Loan Fund	537 00—	29,730 55

LIBRARY.

15 00	Library Fund	15 00	
827 00	Class of '85 Fund	827 00	
476 17	Cochran Fund	497 60	
500 00	Grant "	500 00	
200 00	Hall "	300 00	
100 00	Henderson Fund	100 00	
11,176 63	Holbrook "	11,176 63	
500 00	Keep-Clark Fund	500 00	
1,000 00	Plumb Fund	1,000 00	
5,724 13	E. K. Alden Fund	5,724 13	
	Andrews Fund	100 00—	20,740 36
1,022 10	Balance credits, sundry accounts		656 56

IN TRUST FOR PURPOSES NOT CONNECTED WITH COLLEGE.

583 13	Foltz Tract Fund	570 72
<hr/>		<hr/>
1,048,884.78	Total funds and balances	1,158,514 82
Total increase of funds and balances, \$109,630.04.		

LIABILITIES.

17,902 67	Deposits and personal accounts	22,648 61
<hr/>		<hr/>
1,066,787.45		1,181,163 43

The following properties represent the above named Funds and Balances.

Notes and Mortgages distributed as follows:

Cleveland	\$62,067 89	
Akron	36,600 00	
Oberlin	23,762 45	
Columbus	12,500 00	
Delaware'.....	2,500 00	
Lorain.....	4,300 00	
Tallmadge.....	1,000 00	
Wellington	650 00	
Bedford	3,000 00	
Painesville.....	800 00	
Farm lands in Ohio	84,435 00	
Total in Ohio	—————	\$231,615 34
Crawfordsville	1,500 00	
Mathews	21,410 50	
Farm lands in Indiana	13,352 88	
Total in Indiana	—————	36,263 38
Grand Rapids	17,175 00	
Farm lands in Michigan.....	50,519 50	
Total in Michigan.....	—————	67,694 50
Topeka.....	9,200 00	
Eureka	750 00	
Hutchinson	5,000 00	
Wabaunsee	350 00	
Strong City	480 00	
Eldorado	4,000 00	
Farm lands in Kansas.....	27,250 00	
Total in Kansas.....	—————	47,030 00
Duluth	22,300 00	
Farm lands in Minnesota	300 00	
Total in Minnesota.....	—————	22,600 00
Des Moines.....	940 00	
Chicago	21,000 00	
Superior.....	1,000 00	
Farm lands in North Dakota.....	976 99	
" " South Dakota.....	800 00	
" " Nebraska.....	4,191 00	
Total notes and mortgages.....	—————	\$434,111 21

Amount brought forward \$434,111 21

Stocks and Bonds:

Shaker Heights bonds.....	20,000 00	
Streator, Ill., paving bonds	186 06	
Hutchinson, Kan., paving bonds	4,000 00	
Knickerbocker Ice Co. bonds	8,186 43	
Collateral loans	200,500 24	—232,872 73

Real Estate:

Ashtabula (city property).....	3,000 98	
Oberlin " "	104,887 40	
Sandusky " "	2,100 00	
Cleveland " "	5,000 00	
Akron " "	12,000 00	
Total in Ohio	—	126,988 38
Grand Rapids (city property).....	5,050 00	
Farm lands in Michigan.....	14,199 00	
Total in Michigan.....	—	19,249 00
Topeka (city property)	13,399 45	
Hutchinson	2,700 00	
McPherson	550 00	
Salina	425 00	
Farm lands in Kansas.....	85,436 34	
Total in Kansas.....	—	102,510 79
Fargo (city property).....	4,100 00	
Farm lands in North Dakota	4,315 00	
Total in North Dakota	—	8,415 00
Duluth (city property).....	2,000 00	
Farm lands in Iowa.....	16,000 00	
" " Illinois.....	5,675 00	
" " Nebraska	945 00	
" " South Dakota	2,060 00	
" " Missouri	2,000 00	
" " Florida	200 00	
" " Washington.....	475 00	
Total real estate	—	286,518 17

Sundries:

Construction account Baldwin Cottage (loan)....	13,470 31
" " Talcott Hall (loan).....	14,720 03
Advances to Stewards of Boarding Halls.....	126 12

Amount carried forward\$28,316 46 \$953,502 11

Amounts brought forward.....	\$28,316 46	\$953,502 11
Advances to Museum.....	1,264 75	
" English Theological Course	1,204 89	
" Scholarships.....	351 51	
Improvements to Metcalf property.:.....	3,205 82	
" Keep Home	1,305 75	
Furnishings Park Hotel.....	7,646 76	
Unexpired insurance.....	564 30	
Time deposits (Savings and Trust Co.'s)	80,000 00	
Bills receivable and sundry accounts	48,455 87	—172,316 11
Loan to General Fund.....		9,887 19
Bank deposits, drawing interest.....		38,398 91
Cash		7,059 11
		<hr/>
		\$1,181,163 43

SUMMARY OF ASSETS.

Notes and Mortgages.....	\$434,111 21
Stocks and Bonds.....	232,872 73
Real Estate.....	286,518 17
Sundries.....	182,203 30
Cash	45,458 02
Buildings and Equipment (see page 91)	739,698 97
	<hr/>
	\$1,920,862 40

The following properties in use for College purposes are not entered in the foregoing list of assets, and are not valued on the Treasurer's books. The values given are reasonable estimates based on their cost and present condition :

Chapel	\$20,000 00
Spear Library	30,000 00
French and Society Halls.....	14,000 00
Peters Hall	75,000 00
Finney Laboratory.....	9,000 00
Cabinet Hall.....	5,000 00
Warner Hall.....	125,000 00
Council Hall.....	75 000 00
Sturges Hall.....	10,000 00
Talcott Hall and Furniture	65,000 00
Baldwin Cottage and Furniture.....	40,000 00
Lord Cottage and Furniture	24,000 00
Stewart Hall.....	4,000 00
Keep Home	3,000 00
Other houses and College grounds	8,000 00
Library.....	50,000 00
Gymnasia and Apparatus.....	8,000 00
Physical and Chemical Apparatus	15,000 00
Museum	25,000 00
Botanical Collections	7,500 00
Musical Library	3,000 00
Musical Instruments and Apparatus.....	36,000 00
Arboretum.....	2,000 00
Athletic Grounds.....	2,700 00
Severance Chemical Laboratory (amount paid on construction and equipment to date).....	62,401 09
Warner Gymnasium (amount paid on construction account, to date)	21,097 88
Total	\$739,698 97

Report of Auditing Committee.

The Committee appointed by the Board of Trustees of Oberlin College to audit the books and accounts of the Treasurer for the year ending August 31st, 1901, have been assisted by an expert accountant employed by them, and find that all Bonds, Notes, Mortgages, Certificates of stock and other evidences of property which were on hand at the beginning of said year or were received during the year, are now in the hands of the Treasurer or are fully accounted for. All payments of interest or principal endorsed on any of the securities, have been properly credited to the College.

The Cash Balance as shown by the Treasurer's Cash Account on Ledger, was verified by the money in the drawer and balances in the banks.

All disbursements appearing on the Treasurer's Cash Book were checked by miscellaneous receipts, properly endorsed checks and other voucher evidence.

All receipts and disbursements appearing on the Treasurer's Cash Book were carefully re-footed and extensions examined.

All entries appearing on the Journal were found properly transcribed from the Cash Book as verified by comparison of Journal and Cash Book footings.

All entries appearing on Journal were found correctly posted as evidenced by the equilibrium of Trial Balance under date of August 31st, 1901, which was carefully re-checked.

[Signed.]

IRVING W. METCALF,
G. W. SHURTLEFF,

Auditing Committee.

Oberlin, Ohio, Nov. 20, 1901.

BULLETIN
OF OBERLIN COLLEGE
NEW SERIES No. 7

31.10.5

ANNUAL REPORTS

OF THE PRESIDENT AND THE
TREASURER OF OBERLIN
COLLEGE FOR 1902-03



OBERLIN COLLEGE

ANNUAL REPORTS

**OF THE PRESIDENT AND THE
TREASURER OF OBERLIN
COLLEGE FOR 1902-03**

**PRESENTED TO THE BOARD
OF TRUSTEES AT THE ANNUAL
MEETING, NOVEMBER 18, 1903**

**OBERLIN OHIO
PUBLISHED BY THE COLLEGE
NOVEMBER 25, 1903**

OBERLIN COLLEGE

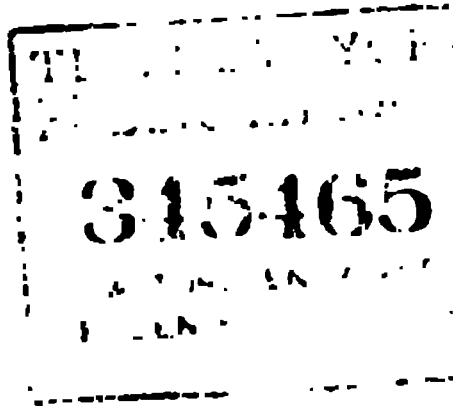
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NOVEMBER 25, 1903**

C. V. J.



Cleveland, Ohio
Cleveland Printing and Publishing Co.

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Nov. 18, 1903,	158



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The Annual Report for 1902-03

Presented by the President to the Trustees at the Annual Meeting, November 18, 1903.

To the Board of Trustees of Oberlin College:

Gentlemen: As President of the College, I have the honor to submit the following report, for the academic year 1902-03.

DEATHS.

Two members of your own circle have been removed during the year by death: Professor William B. Chamberlain, of Chicago, who died March 7, 1903, and Mr. Dan P. Eells, of Cleveland, who died at Rocky River August 14, 1903.

Professor William Benton Chamberlain.

Professor Chamberlain was for so many years closely connected with the College as student, teacher, and trustee, that in his death the College loses one of its warmest and most valued friends. The funeral services both at Oak Park and at Oberlin made manifest the remarkable personal hold that he had upon great numbers of men. It was then fully seen, perhaps, for the first time, how large a place he had won for himself in all the higher life of the city of Chicago, and how noble a representative of Oberlin he had been in all the years since his resignation as a member of its Faculty. The beautiful memorial pamphlet issued by the family embodies a recognition of him wholly deserved. His relation to Oberlin had been so close, and his love for her so deep, that it was but right that his body should be brought back to Oberlin for

burial. Your own minute concerning him fittingly recites his work for Oberlin, and should find its place here in the official publications of the College:

"The Trustees of Oberlin College desire to put on record their deep sorrow and sense of profound personal and public loss in view of the death of Professor William Benton Chamberlain, D. D., which occurred March 7, 1903.

"During the larger part of his active life Professor Chamberlain was identified with Oberlin College, and in spirit and purpose and active interest he was emphatically an Oberlin man.

"Entering the Preparatory Department as a self-supporting student in 1870, he worked his way through the different courses and was graduated from the College in 1875, and from the Theological Seminary in 1881.

"His proficiency in music and in rhetorical expression determined his career. While a college student he was made a teacher, and later an Instructor in Vocal Music in the Conservatory, which latter position he held until his graduation from the Seminary, with the exception of two years which he spent in the School of Vocal Art in Philadelphia. For thirteen years following he held successively the positions of Instructor in Vocal Music and Elocution in the Conservatory and College, and Professor of Elocution and Rhetoric in the College and Seminary, until in 1894 he accepted an appointment to the chair of Elocution and Sacred Music in the Chicago Theological Seminary.

"For more than fifteen years during his life in Oberlin he was the devoted and enthusiastic leader of the choir of the First Church.

"He was ordained to the gospel ministry in 1881, and his services in the supply of churches were much sought and were highly appreciated. It was but a well deserved tribute which this Board bestowed when in 1899 it conferred upon him the degree of Doctor of Divinity.

"The same year Dr. Chamberlain was elected by the alumni of the College as their representative upon this Board of Trustees, and in this office he has served with us until his death.

"A wise counsellor always, a faithful and devoted teacher, a public-spirited citizen, a warm personal friend, a brotherly man to all with whom he had to do, able, versatile, vigorous, and genuine, his has been a noble Christian life which has made the world brighter and better, and which now enriches heaven. Through our own sorrow in the loss of this faithful co-laborer and friend, we enter into the sorrow of his stricken family, and bear to them our tender sympathy."

Mr. Dan Parmelee Eells.

Mr. Eells's death occurred in his 78th year. He was elected a Trustee of Oberlin College in the year 1876, and continued his connection with the Board until the time of his death. During this long term of service as Trustee of the College, he amply proved himself an earnest friend and wise counsellor, and rendered the College many services. He was for many years a large factor in the business life of Cleveland. He was a man of warm heart and generous impulses, and gave largely to many private charities. He was identified with most of the older beneficent enterprises of Cleveland, having had a share in the work of the Young Men's Christian Association, Young Women's Christian Association, Protestant Orphan Asylum, Children's Aid Society, Bethel Union, Humane Society, and Bible Society. He was a charter member of the Second Presbyterian Church, and at the time of his death an elder in that church, and he gave generously toward the building of various other churches. He was a Trustee not only of Oberlin, but of Lake Erie College and of Lane Seminary. In all these varied activities he showed genuine personal interest, purposing to count as a real, and not merely a nominal, friend. The strength of any institution lies in no small measure in such loyal supporters.

RESIGNATIONS AND CHANGES.

Trustees.

At the last annual meeting, Mr. Amzi L. Barber, General Giles W. Shurtleff, and Dr. Judson Smith were elected to succeed themselves, for the term expiring January 1, 1909; Dr. Smith being elected by the alumni as their representative for this term. Mr. Merritt Starr was also re-elected by the alumni to fill the unexpired term of Mrs. A. A. F. Johnston, resigned. Mr. D. Willis James, of New York, was elected to fill the vacancy caused by the resignation of President Dan F. Bradley, but on account of his own health felt obliged to decline the election. At the meeting of the trustees in June, Mr. E. K. Warren, of Three

Oaks, Michigan, was elected to fill the vacancy caused by Mr. James's declination, for the term expiring January 1, 1905, and Mr. Charles Finney Cox, of New York, for the term expiring January 1, 1909. Mr. Warren has felt unable to accept his election for the present, on account of special duties now pressing upon him; but the President cherishes hope that Mr. Warren may later consent to serve upon the Board. The terms of office of Dr. Allen, Dr. Cowles, Dr. Mills, and Dr. Tenney also expire January 1, 1904. The successors to Dr. Allen and Professor Chamberlain as Alumni Trustees have already been elected by vote of the alumni, and will be reported for the first time, according to custom, at the meeting of the Board. The successors to Dr. Cowles, Dr. Mills, and Dr. Tenney should be elected by the Trustees at this meeting; and the vacancies caused by the declination of Mr. Warren and by the death of Mr. Eells should also be filled.

Faculty.

The terms of service of Dr. Mary Elizabeth Newcomb, as Instructor in Anatomy, and of Miss Caroline Sowers, as Instructor in Drawing and Painting, naturally terminated with the return from their year's leave of absence of the regular instructors in those departments. The work in both cases was carried with entire success. Miss Harriet Eva Penfield, after very efficient work as Assistant in Philosophy, resigned her position at the close of the college year to accept an instructorship in Philosophy at Rockford College, Rockford, Illinois. Miss Inez Frances Stebbins resigned her position as Assistant in Botany to become Professor of Botany in Huguenot College, Wellington, Cape Colony, S. Africa. The character of Miss Stebbins' work as assistant gives every promise of high success in her new position. Mr. James Judge Jewett resigned as Assistant in Physics, to accept a position as Principal of the High School at Casper, Wyoming.

No resignations or changes among either the Trustees or Faculty have been necessitated this year by ill health.

Absence on Leave.

Professor John R. Wightman, of the Chair of Romance Languages, returned at the beginning of the year from his fruitful year of absence for travel and study abroad.

For the year 1902-03, leave of absence was granted to two Instructors: Miss Eva May Oakes, Instructor in Drawing and Painting, and Dr. Miriam T. Runyon, Instructor in Anatomy. Professor John Fisher Peck, the Principal of the Academy, was also absent during the Spring term, his office work being carried by Professor Shaw and Mr. Earl F. Adams, and his teaching by Mrs. Herbert Harroun.

Miss Oakes spent her year largely in further study in New York City, and feels that the results will prove of decided value to her in her further teaching. Dr. Runyon spent eight months of her year abroad in further study at Berlin, Vienna, and Paris, and the rest of the year in travel, chiefly in Switzerland and Italy. Professor Peck took his leave of absence to visit and study more carefully a large number of the best secondary schools of the country, East and West. There can be no doubt of the value to our work here of such inspection of the best methods elsewhere.

For the college year 1903-04, leave of absence has been granted to five members of the Faculty: Mr. Frederick Anderegg, Professor of Mathematics; Miss Arletta Maria Abbott, Professor of German; Mr. William Jasper Horner, Instructor in Singing and Public School Music; Mr. George Carl Hastings, Instructor in Pianoforte and Organ; and Mr. Orville Alvin Lindquist, Teacher of Pianoforte. Mrs. Adelia A. Field Johnston, Professor of Mediæval History, also has been granted leave of absence for the first semester of the present year. Professor Anderegg expects to spend his year chiefly in study at the University of Berne, Professor Abbott at the University of Berlin, Mr. Horner in study at Berlin, and Mr. Hastings and Mr. Lindquist at Leipzig. Mrs. Johnston will take the time for travel and study, especially in the line of the history of architecture, in Sicily and Egypt. In Pro-

fessor Johnston's case, the courses of the second semester will simply be omitted, and those for the first semester will be given in the second. In the other cases, the work has been satisfactorily provided for, partly by new appointments and partly by omission for the year of certain courses.

Besides the absences during the college year, already noted, a considerable number of the Faculty were abroad for travel or study for the entire vacation. This number included Dr. Alice Hanson Luce, Dean of the Women's Department and Professor of English; Dr. Delphine Hanna, Director of the Women's Gymnasium and Professor of Physical Training; Mr. Ernest Ludlow Bogart, Professor of Economics and Sociology; Mr. William Kilgore Breckenridge, Professor of Pianoforte; Mr. John Taylor Shaw, Associate Professor of Latin; Mr. Kirke Lionel Cowdery, Associate Professor of French; Mrs. Mary Taylor Cowdery, Tutor in French; Mr. Charles Sutphin Pendleton, Tutor in English; Mrs. Amelia Hegmann Doolittle, Teacher of Piano-forte.

APPOINTMENTS.

My own election as President of the College occurred at the last annual meeting of the Board of Trustees, November 19, 1902. The public inauguration exercises proper were on the morning of May 13, 1903, and the inauguration of Professor Bosworth as Dean of the Seminary also occurred on the afternoon of May 14.

A complete list of the appointments, falling within the year covered by the report, follows:

Confirmed at the Special Meeting, held in Cleveland, February 5, 1903.

Edward Increase Bosworth, as Dean of the Theological Seminary.

Simon Fraser MacLennan's title changed from Professor of Psychology and Pedagogy to Professor of Philosophy and Psychology.

Harriet Eva Penfield, as Assistant in Philosophy and Psychology, for the remainder of the year; new appointment.

(To begin with the College year, 1903-04.)

Edward Alanson Miller, as Dean of College Men and Professor of Pedagogy, for two years; new appointment.

Louis Eleazer Lord, as Instructor in Latin and Greek, for two years; new appointment.

Edwin Fauver, as Instructor in Physical Training, for two years; new appointment.

Confirmed at the Semi-Annual Meeting, June 23, 1903.

(To begin with the College year 1903-04.)

Kirke Lionel Cowdery, as Associate Professor of the French Language and Literature.

William DeWeese Cairns, as Instructor in Mathematics and Surveying in the College Department; reappointment.

Mary Eleanor Barrows, as Instructor in English Composition, for two years; reappointment.

Ernest Sutherland Bates, as Instructor in English Composition, for one year; new appointment.

Albert Edward Gubelmann, as Instructor in German, for one year; new appointment.

Thomas Maynard Taylor, as Instructor in Chemistry, for two years; reappointment.

Kate Waldo Peck, as Instructor in Singing in Oberlin Conservatory of Music; new appointment.

Wilfred Hobson Sherk, as Tutor in Mathematics in Oberlin Academy, for one year; reappointment.

Mrs. Alice Mead Swing, as Tutor in German in Oberlin Academy, partial work, for one year; reappointment.

Earl Foote Adams, as Tutor in Physics in Oberlin Academy, for one year; reappointment.

Seeley Kelley Tompkins, as Tutor in Declamation in Oberlin Academy, for one year; reappointment.

Alice Chipman McDaniels, as Tutor in German in Oberlin Academy, for one year; reappointment.

Edward James Moore, as Tutor in Mathematics in Oberlin Academy, for one year; new appointment.

Henry Chester Tracy, as Tutor in Botany and Zoölogy in Oberlin Academy, for one year; new appointment.

Dudley Billings Reed, as Tutor in History in Oberlin Academy, for one year; new appointment.

Charles Sutphin Pendleton, as Tutor in English Composition in Oberlin Academy, for one year; new appointment.

Florence Mary Fitch, as Assistant in Philosophy and Secretary to the President, for two years; new appointment.

Robert Logan Baird, as Assistant in Zoölogy and Geology, for one year; new appointment.

Mary Theodosia Currier, as Assistant Dean of the Women's Department, for one year; reappointment.

Inez Frances Stebbins, as Assistant in Botany, for one year; reappointment.

Charles Hulburd Burr, as Assistant in Physics, for one year; new appointment.

William Henry Chapin, as Assistant in the Chemical Laboratory, for one year; new appointment.

Jacob Franklin Alderfer, as Teacher of Organ in Oberlin Conservatory of Music; new appointment.

Bruce Headley Davis, as Teacher of Pianoforte in Oberlin Conservatory of Music; new appointment.

Estelle Reed, as Teacher of Public School Music in Oberlin Conservatory of Music; partial work; new appointment.

Lila Julia Wickwire, as Teacher in the Women's Gymnasium, for one year; reappointment.

The following persons as teachers in the Men's Gymnasium, for one year, partial work: Earl Foote Adams, Seeley Kelley Tompkins, Dudley Billings Reed.

The appointment of Professor Bosworth as Dean of the Theological Seminary has been received everywhere with great enthusiasm, and there can be no doubt that it means a distinct strengthening of the Seminary in all lines. The theological department has never had, in so distinct a way as is now proposed, a separate administrative head. And the closer organization thus made possible has already manifestly affected the Seminary life in many ways.

The appointment of Edward Alanson Miller as Dean of College Men also marks a very distinct step in advance. Hitherto the work of this office has had to be carried by a member of the Faculty already having full work in his teaching. In Mr. Miller's appointment, however, it is planned that he shall have fully half his time to give directly to the interests of the college men. And the appointment should make it certain that these general interests of the men of the college department will be looked after in a way

that has hardly been possible before. The large increase in recent years in the college department itself also makes more necessary the recognition of this deanship as a distinct office, as does also the increasing amount of general work naturally required from the President. Mr. Miller brings to his work in this office and to his pedagogical teaching, not only the advantage of most successful and valuable experience in public school work, and of graduate study along pedagogical lines, but also the force of a personality certain to command the full respect of the men with whom he will have chiefly to do. The President anticipates large results from this appointment.

Professor MacLennan's change of title naturally follows from the bringing in of Mr. Miller for the pedagogical work, and states accurately the teaching to be done by Dr. MacLennan, and is in line with Dr. MacLennan's own desire.

The transfers of Mr. Cowdery, of the department of French, and of Mr. Cairns, of the department of Mathematics, to full work in the College Department, and the appointments of Mr. Lord in the departments of Latin and Greek, of Mr. Bates in English Composition, of Mr. Gubelmann in German, of Mr. Tracy in Botany and Zoölogy, of Mr. Reed in History, of Mr. Pendleton in English Composition, of Mr. Baird in Zoölogy and Geology, of Mr. Chapin in Chemistry, all indicate the enlargement of the teaching force approved by the Trustees at the last annual meeting, and made necessary by the large increase in the number of students in the college department, and by the extension of the curriculum in the Academy as recommended by the special Committee of the Trustees upon the Academy. These appointments in every case are believed to be well deserved and to insure work of high quality. The full effect of this enlargement of the teaching force is of course not fully felt in the year upon which we are now entered, on account of the absence for the year of Professor Anderegg and Professor Abbott. But the appointments already mean that the teaching in the college department can be done much

more satisfactorily, and that the curriculum of the Academy has been very distinctly enriched.

The appointment of Mr. Edwin Fauver as Instructor in the Men's Gymnasium is not only a well-deserved recognition of the valuable work Mr. Fauver has been doing for the College, but indicates as well the strengthening of the department of Physical Training for Men.

It is hoped that the appointment of Dr. Fitch, who takes up the work done during the second half of last year by Miss Penfield, may enable the President to continue to carry safely his previous work in teaching, and at the same time make possible a better organization of the entire work of the President's office. Miss Fitch comes to her work fresh from the winning of her doctorate at the University of Berlin after three years of philosophical study in Germany, and is thoroughly competent to give the President such assistance as he may need in any of his courses, as well as in the other work of the office.

Mr. Moore's appointment in Mathematics in the Academy does not mean an extension of that work, but follows from the readjustment of the teaching force required by the transfer of Mr. Cairns to full work in the College Department.

The appointment of Mr. Burr is to fill the vacancy caused by the resignation, already mentioned, of Mr. J. J. Jewett.

Four new appointments, it will be noticed, are also made in the Conservatory. These are intended to fill the vacancies caused by the absence of Mr. Horner, Mr. Hastings, and Mr. Lindquist, and to provide as well for some additional work.

MATERIAL EQUIPMENT.

The New Half-Million Movement.

The most notable event of the year under this head has been the offer, by an anonymous Boston donor, of \$50,000, afterward increased, at the President's request, to \$100,000, conditioned on the raising of a half million dollars for either endowment or

ment by January 1, 1904. The largest sums that have been definitely pledged toward this new Half Million Fund are \$10,000, promised by Mr. F. Norton Finney, and to be added to the Finney Memorial Chapel Fund, and a further pledge of \$10,000, also anonymously given. Toward this fund should also be counted at least \$4,000, as involved in the partial gift of the organ, now being placed in Warner Concert Hall, and a number of smaller gifts, aggregating about \$10,000, and most of which are specifically mentioned in the reports of the Librarian, the Secretary of the Theological Seminary, and the Treasurer. The general pledge of the Musical Union to give \$2,000 toward the new fund is here included, and deserves particular notice. Altogether, the sum is, thus, about \$154,000 pledged or paid in since the Bostonians' offer, which can be counted toward the new Half Million. Plans have been made which it is hoped will insure some very large contributions. It is greatly to be desired that the fund should be entirely completed at the time indicated by the original donor. But this is hardly possible without further large individual gifts. The College's natural constituency of smaller gifts was thoroughly canvassed in connection with the previous Half Million movement, completed last year.

The Memorial Arch.

The completion of the beautiful Memorial Arch, erected chiefly through the gift of Mr. D. Willis James, of New York, belongs to the year just closed. The Arch has been mentioned in the two preceding annual reports, and there needs only to be added here a record of its dedication in connection with the inauguration exercises, on the morning of May 14. Dr. Judson Smith, Secretary of the American Board of Commissioners for Foreign Missions, presided, and Dr. Frank S. Fitch, of Buffalo, delivered the dedicatory address, the prayer of dedication being made by Henry M. Tenney, of Oberlin. In connection with this dedication of the Arch was also inaugurated a new feature of Theological Seminary life. Mr. Paul Leaton Corbin, of the

Senior Class, and under appointment by the American Board, delivered the "Monument Oration," which was responded to by Mr. Guy Hugh Lemon, of the Middle Class. It is proposed to make two such addresses at the Memorial Arch a part of the closing exercises of each Seminary year. This will tend to bring a high note of Christian dedication into those exercises. The dedication of the Memorial Arch was certainly one of the most impressive things connected with the inauguration; and it has already become clear that this beautiful memorial is to be an influential factor in the college life, as well as an attraction to many coming from other communities. An illustration is found in the fact that one of the sessions of the last State Christian Endeavor Convention was held at the Arch. The wisdom of the donor in putting his gift in just this form is thus already receiving clear justification. It may well be doubted whether the same amount of money could have been placed so as to count more in affecting the inner ideal life of the College. Artistically, too, the Arch has proved very satisfying. An article in the *Outlook* on recent college architecture by Professor A. D. F. Hamlin contained a picture of the Arch, and the *New York Evening Post*, commenting upon this article, said that the two most encouraging things in it, architecturally, were this Memorial Arch at Oberlin, and the new Gateway at Bowdoin. The College is certainly to be congratulated upon the possession of a monument which perpetuates so fitly and so beautifully the memory of its martyred dead.

Living Endowment Union.

The Assistant Secretary of the Living Endowment Union gives me the following summary financial statement with reference to the work of the Union:

"There are at this date in force 141 subscriptions to the Living Endowment Union, the annual payments on which amount in the aggregate to \$918.50.

"There have been received by the College Treasurer cash payments on account of subscriptions to this fund, amounting in the aggregate to \$1,849.50."

While the sums do not in themselves seem large, it should be remembered that the \$903 is money available for current expenses, and represents the interest on a considerable sum. If we can count on its continuance, it answers, for example, practically to the salary of an additional instructor. And the movement ought naturally to grow with each succeeding year, as it has this year, and still more rapidly, as the pledges to the Reunion Fund and to the previous Half Million Fund are paid up. Aside from the money involved, also, it means much to have the College as a regular object of benevolence continually in the minds of our alumni; they cannot fail to be more interested where they are regularly giving.

Other Gifts.

Several other gifts which have come to the College during the year deserve special mention. To be put first, perhaps, is the gift of the marble bust of Professor Fenelon B. Rice, intended for the Conservatory building. The sculptor is Mr. Spicer-Simson. The bust is completed, and would have been here at Commencement time, had it not been retained for exhibition in the *Salon* at Paris. It is now expected that it will be put in place in December. The money for the bust came from the small gifts of a very large number of fellow-teachers, students, and friends, and from the proceeds of the memorial concert, given by the Conservatory Faculty and Orchestra on the evening of November 19, 1902. It is only fitting that the Conservatory should have so permanent a memorial of the man who was to so large an extent the creator of the musical department of the College.

The Conservatory has also received, through the initiation of the Conservatory Class of 1903, two particularly fine photographic portraits of Dr. and Mrs. Lucien C. Warner.

In connection with the closing exercises of the Theological Department, May 14, 1903, the Seminary students presented to the Seminary a photographic portrait of President Barrows. Appropriate addresses were made by Mr. Ernest Bournier Allen, of

the Senior Class, on behalf of the students in giving the portrait, and by Professor A. H. Currier, on behalf of the Faculty, in receiving it. The portrait hangs in the parlor of the Seminary, and is a constant reminder of the knightly spirit, whose interest in the Seminary was so real and constant.

The College Class of 1903 has made the College its debtor by adding to the painted portraits in the Library, an admirable portrait of Mrs. A. A. F. Johnston. The artist is Mrs. Thurber, the daughter of General and Mrs. A. B. Nettleton, who have been so closely connected with the College in previous years. The portrait was formally presented, and received with appropriate ceremonies at the College Library on the morning of the last Commencement day.

The reports of the Librarian, of Professor Albert A. Wright, and of Professor Grover, indicate further gifts to the Library, to the Museum, and to the Herbarium. The report of the Librarian contains full mention of the gifts there made. It should be noted, in connection with the Librarian's report, that probably no year has seen a larger addition of fresh books than the year just past. At the same time, very valuable additions have been made from standard books of an earlier date. The teachers all gratefully recognize the help so given to their work; but the needs here are still very great.

Concerning the gifts to the Museum, Professor Wright says:

"Among the additions may be mentioned some characteristic New Zealand specimens secured by Dr. and Mrs. Warner upon their recent journey: A Hatteria lizard, a genus that shows most distinct remnants of the strange pineal eye; an Apteryx, some fine land snails, Maori implements, etc. Dr. L. B. Sperry contributed numerous geological specimens from the West. Mr. Addison Gulick, of the present senior class, spent the summer in the Bermudas with a company of scientists, and brought home some fine Annelids, Corals, and Mollusks. Mr. Lynds Jones, while at Woods Hole, captured and preserved successfully one of the finest Portuguese Men-of-War that I have ever seen so far away from salt water; it is now one of the gems of our collection."

Professor Grover says of the additions to the Herbarium:

"The additions to the Herbarium, although not so large as the year before, have been of much value. They include, by gift from Mrs. A. S. Root, O. C. '84, a collection of 120 plants from Maine, and from Mr. Jesse Childs, O. C. '96, about 260 plants from Minnesota and Colorado. The additions by purchase have been 200 species of Fungi and 225 specimens of Algae, continuations of important sets, and a valuable set of 250 plants of Western Vermont, consisting largely of types of little known species. About 1,000 specimens of Lorain County plants have been collected and partially studied. The total additions for the year amount to over 2,000 specimens. The department has mounted and added to the organized collections about 900 plants from these and other additions."

From the proceeds of a concert given by the Conservatory Faculty and from other special gifts of individuals, money was secured sufficient to furnish hymn-books for the Chapel, much to the improvement of the musical part of the Chapel service.

The movement for raising \$5,000 for a Women's Athletic Field should also be mentioned here. The Treasurer's report shows that a considerable amount toward this sum has already been contributed.

Other Material Gains.

The report of the Superintendent of Buildings and Grounds gives in detail the main improvements made during the year. The most extended changes have been made in Society, French, and Stewart Halls. The needs of the Academy are now much better met in Society and French Halls, as the report of the Principal of the Academy indicates. The addition of a biological laboratory and of a general study room is particularly appreciated. The putting in of steam heat in Stewart Hall, and the accompanying changes, have made that building much more attractive. As the Dean of Women implies in her report, for the money asked exceptional accommodations are now furnished at Stewart Hall. The additional practice rooms now provided in Warner Hall will afford much needed accommodation for the increasing number of students, and be a regular source of income as well.

The provision for the first time, in any adequate way, for the psychological laboratory deserves special mention. The room for it, in the fourth story of Peters Hall, has been put in really good condition, and by the special appropriation of the Trustees, voted at the last annual meeting, the foundation for a truly adequate equipment has been laid. A modest annual appropriation should now enable this laboratory to do its full work for the students, although the laboratory room itself will need extension before long. This enlargement could be achieved at comparatively small expense by extending the present laboratory over Bradley Auditorium.

The fitting up of a small shop and dynamo room in the basement of Peters Hall has still further improved the equipment of the department of Physics. A six-horsepower gas engine and dynamo have been added to the chemical equipment during the year, providing for satisfactory ventilation.

The installation of a central heating and lighting plant in the village has made it possible for the College to arrange for the heating and lighting of a considerable portion of its buildings in a much safer, more satisfactory, and it is believed not more costly way. The details of the arrangement are given in the report of the Superintendent of Buildings and Grounds. An immediate gain will be the doing away with a large amount of smoke in the very center of the college buildings, and the provision for better ventilation in the main recitation hall. The ability to secure electrical power will also be a decided practical convenience.

As affecting the interests of both town and College, it is worthy of note, also, that North and South Main Streets are receiving permanent pavement. The work is now nearly completed. The share of the College in this paving amounts to \$2,854.83, to be paid in annual installments of \$259.53, for 11 years, beginning with the year 1903-04. The paving of South Main Street was especially desirable, on account of the very unfortunate impression made upon visitors to the town, who must,

many of them, traverse that street on their way from the railway station.

The increasing and valuable service rendered by the new *Park Hotel*, under Miss Bacon's efficient management, is another gain in the life of the community deserving mention. In numerous ways it has notably contributed to the work of the College during the past year, fulfilling so far the thought of the Trustees in directing its thorough renovation. It needs enlargement to be able to perform its full service.

There is growing evidence, also, that the electric railway service is one of the factors in increasing the attendance upon the College from the immediate vicinity.

The Burning of the College Chapel.

The greatest material disaster of the year has been the burning of the College Chapel, on the night of January 25, 1903. Quite a sum of money had recently been expended upon the Chapel to make it more presentable and more comfortable; and of course this extra expenditure was a total loss. The entire insurance on the building and contents was \$20,850. Of this amount, the College received \$20,600, apportioned as follows: \$12,000 for building, \$7,950 on contents, and \$650 on clock. \$4,539.17 was paid to the Conservatory on account of the organ, and some other Conservatory belongings. The amount expended by the College in the purchase of new office equipment and in the necessary alterations made in the dwelling house on West College Street, to fit it for college offices, has been kept well within the remainder of the insurance on contents; so that over \$14,000 is still available from the insurance. The College would have been greatly embarrassed, had it not been for the very generous offers made immediately after the fire by the officers of the First and Second Churches, putting their buildings at the disposal of the College for any such use as could be made of them. In accepting these offers, the College made use temporarily of the rooms on the lower floor of the Second Church for a part of its

offices, until the West College Street building could be put in condition; and took the audience room of the First Church for its Chapel services. The arrangement by the First Church with the College for the use of its building for College Chapel is a very generous one indeed. And the College is exceedingly fortunate in being able to make so good provision in this emergency for its central religious service. A much larger part of the contents of the offices was saved from the chapel fire than could have been reasonably expected. Practically all the records of the Treasurer's office, the most valuable part of the contents of the Secretary's office, the most important records of the Registrar's office, and all the papers in the President's office were saved. The office which suffered most was that of the Principal of the Academy; here, the loss was almost total. Both bells, also, were ruined; and one of the practical losses most keenly felt since the fire has been that of the clock and bells; though the Baptist Church has very kindly allowed the College to make use of its bell for announcing the various college exercises. The present provision for the college offices in the West College Street dwelling, is as good as could be expected under the circumstances, but can never be anything other than wholly inadequate.

In view of the burning of the Chapel and of the conditional offer of \$50,000 by the anonymous Boston donor, a special trustee meeting of unusual significance was held in Cleveland, February 5th.

OUTSIDE REPRESENTATION AND INFLUENCE.

The Notable Gatherings of the Year.

In the matter of relation to the outside world, there should be mentioned, probably, first of all, certain notable public meetings held at Oberlin during the year. The first of these, the annual meeting of the *American Board of Commissioners for Foreign Missions*, held October 14-17, 1902, was mentioned in the report of last year, and was no doubt of real value to the Col-

ge, in bringing its work to the attention of so many men of prominence and influence. The general committee of arrangements and the committee on entertainment had done their work so well that there can be no doubt that only a pleasant impression was left upon certainly the great majority of those in attendance upon that meeting, so far as Oberlin's relation to it was concerned. The stimulus of the meetings to the life of the College itself was also a great good.

The exercises connected with the *Inauguration of the President* put the College in especially close relations with the educational world. The committees in charge of the occasion did their work with such thoroughness and effectiveness that the entire program was certainly one of the most successful ever carried out at Oberlin. The Inauguration of the President was connected with the Wagner May Festival Concerts of the Musical Union, with the dedication of the Memorial Arch, with the inauguration of Professor Bosworth as Dean of the Theological Seminary, and with the commencement exercises of that department. A full report of the occasion, with the complete addresses of inauguration day, has been prepared, and is now passing through the press. This makes it unnecessary that more should be said of the details here.

In connection with these meetings, may also be mentioned the two sessions of the Ohio State Christian Endeavor Convention, held here on the afternoon of June 27, and devoted to two special Missionary Addresses at the Memorial Arch, and to an address upon President Finney by Dr. J. Wilbur Chapman, at the First Church.

Reference may also be made to four meetings held this fall: The Tenth Anniversary of the Anti-Saloon League, held October 21 and 22, the North-Eastern Ohio Teachers' Association, on October 24; the State Convention of the Young Women's Christian Association, November 5-8; and two sessions of the annual meeting of the Ohio Library Association, October 8.

The Anti-Saloon League naturally came back to Oberlin to celebrate its tenth anniversary, since the League had its beginning here, and the policy outlined ten years ago has now been extended to thirty-nine different States. This tenth anniversary of the League was also made the occasion for launching a new movement in favor of personal temperance, to be under the auspices of the Anti-Saloon League, and to be called the Lincoln Legion. It is only fitting that a college, which has had so marked a history in reference to previous moral reforms in the nation, should have special connection with the very important issue raised by the liquor traffic. The meeting of the North-Eastern Ohio Teachers' Association had an unusually large attendance, and indicates one of the ways in which Oberlin might make closer its relation to the teachers of this part of the State. The fact that the Young Women's Christian Association came here for its State Convention, also shows the large growth in recent years of the work of the Association in the College. Oberlin ought naturally to have one of the largest and most effective College Associations in the State. In connection with the meeting of the Ohio Library Association, the regular Thursday Lecture for October was given by the Librarian of the Public Library of Cincinnati, Dr. N. D. C. Hodges, on "English Libraries."

Representation at Other Meetings.

The College has been represented during the year by the President, or by one or more members of the Faculty, at the Convention on Religious and Moral Education, held in Chicago, at the National Education Association, in Boston, at the North-Central Association of Colleges and Secondary Schools in Chicago, at a special conference called by Northwestern University to consider the relations of the College to the professional and technical schools, in Evanston, Ill., at the conference on higher commercial education held at Ann Arbor, at the "Conference of Colleges of the Interior," at Grinnell, Iowa, at various presidential

inauguration exercises of other colleges, at the meetings of a number of our own Alumni Associations, and this Fall, at a special conference on secondary schools at Evanston, Ill., and at the Fifth Annual Conference of the Congregational Seminaries of the United States and Canada, at Andover, Mass. It is hoped to make this representative work not only of advantage to the delegate attending, and to the College through his influence there, but through careful reports of these meetings made before the entire Faculty, to secure for all the teaching force a wider and closer acquaintance with the educational questions now prominently in discussion.

Relation to Secondary Schools.

There seems to be no doubt that the relations of the College to the schools of Lorain County have been closer and more cordial than usual this year. The appointment of Mr. Miller to the Faculty must help further in this same direction. It will be noted that the Committee having specially in charge the Summer School, are still confident that much could be done in this direction through a slight additional expenditure for courses in the Summer School particularly appealing to teachers. While the present is not the time to press for any considerable expenditure in connection with our summer work, it should be borne in mind that there is general agreement that, with a comparatively small outlay, the College could probably make the summer session much more profitable to itself in a general way than is now the case. The Faculty have this year made this question of the relations to the secondary schools the special charge of a new standing committee.

Inter-Seminary Conference.

The Fifth Annual Conference of the Congregational Seminaries of the United States and Canada met at Andover October 12, 1903, and took, this year, a decided step in advance; as a committee was appointed, and reported later, upon permanent organization, which will go into effect when six of the following

seminaries shall have reported their approval to the Secretary: Andover, Bangor, Chicago, Hartford, Montreal, Oberlin, Pacific, Yale. An Executive Committee of four was chosen to act in common matters for all the seminaries, if the constitution for permanent organization should be adopted. Professor Swing represented Oberlin at this Conference. Two questions under discussion at the Conference may illustrate the important common interests of the seminaries: Is the time at hand for a general union of Congregational theological seminaries in the establishment of one or more Congregational Summer Schools of Theology? Would such a movement advance the mutual interests of settled pastors and of our seminaries? Can a plan of co-operation be arranged for the thorough visitation of our Congregational colleges this year, to present the claims of the ministry, secure the best class of students, and obviate the suggestion of seminary competition? The Conference favored the idea of summer school work in theology, and approved of working in line with the movement already started as the Congregational Bible College and Summer Assembly at Lakeside, Ohio, and Pottawattamie Point, Michigan. It also voted that the presidents and deans of our seminaries be requested to arrange for a systematic visitation of our Christian colleges, to be put in operation the present year. Both these movements have large promise, and Oberlin has had its full share in bringing both forward.

Work of College for Community.

The College has continued its regular service for the community in the bringing in of various lectures from outside, but still more by the lectures given by the members of its own Faculty. It is also evident that there is an increasing tendency on the part of the community to make use of several of the regular courses offered by the College. As last year, it is naturally the case that the courses especially attractive should be in Art, in History, and in English Literature. Another Art Exhibition is planned for the present year, to be held March 28-April 9, 1904.

The President and Mrs. King have felt that the naturally close ties between the College and community might be still further strengthened by instituting a regular *New Year's Reception* to the entire community, at the President's house. The attempt was made on last New Year's Day, and the general invitation through the papers was responded to most cordially by the citizens; a very large number coming to the house through all the hours planned for the reception. Too much care, certainly, cannot be taken to keep and strengthen the close relations between College and community, which form one of the best parts of our inheritance from the past.

Outside Work and Lectures.

The peculiar nature of *Professor G. Frederick Wright's* appointment, which confines his teaching to one semester of the year, naturally makes his outside work more extensive than that of any other member of the Faculty, and there may be fittingly included at this point his complete statement of the work done by him, aside from the courses in the College and Seminary.

"The outside work which has devolved upon me has been various, and somewhat difficult of appreciation by those not engaged in it. There has been a wide call for the preparation of articles for the public press upon subjects bearing directly or indirectly upon my department of work. Sixteen such articles, upon the bearing of archæological explorations and scientific discovery upon religion, have been published by the *Chicago Record-Herald*, and a syndicate of seven papers, extending from the Atlantic to the Pacific Ocean, which have reached a constituency of more than a million readers. Nearly as many other articles are in process of preparation for publication in the immediate future. Various articles, also, of a similar character, have been called for by the religious press, some of which have been issued by a syndicate; thus appearing in several papers of different denominations widely distributed over the country. I have also been called upon for numerous lectures before prominent Clubs of men in Boston, Brooklyn, New York, Orange, N. J., Washington, D. C., Buffalo, and Cleveland, and for courses of lectures in two Chautauqua Assemblies.

"A most important line of investigations directly germane to my department has been opened in the discovery of the remains of glacial man

at Lansing, Kansas, where all my experience is brought directly into requisition. I have already spent several weeks in the field, studying the situation and bringing to bear upon it all the light which comes from my previous experience in varied portions of the world. Papers upon the subject have appeared from me in the *Bulletins of the Geological Society of America*, the *American Geologist*, the *Records of the Past*, and the *Bibliotheca Sacra*. The work is still in hand, and will lead to more elaborate publications in the near future. Everything indicates the extreme importance and fruitfulness of the line of investigation in which I am most specifically engaged.

"I may also mention as an incident of my work, the continued successful publication of the *Bibliotheca Sacra*, the oldest theological quarterly in America, now in its seventy-third year. This contains annually eight hundred pages of material, contributed by a wide circle of best-known scholars in America and Europe, and reaches at once every center of learning in the world, where, as we have abundant evidence, it is read by the leading formers of theological and philosophical thought. The incidental advantage of having such a quarterly sent forth from Oberlin can hardly be over-estimated; for, not only does it furnish a natural channel through which Oberlin professors and thinkers can reach the scholarly public, but by its publication here the whole scholarly world pays tribute to our importance as a center of theological and philosophical thought. Other universities are heavily subsidizing periodicals of this class for the sake of the representation which they give of their work.

"I may add, in conclusion, that my appointment to give the Stone Lectures at Princeton Theological Seminary in 1904 is laying upon me the constant burden of preparation, not only for that immediate course, but for the volume that would naturally follow; all of which will incidentally inure to the benefit of the classes that come under me in regular course."

Particularly valuable service in the effective representation of the College abroad has also been done by *Professor Bosworth*, as might be read, perhaps, between the lines of his very brief reference to it in his report as Dean of the Seminary. He has been able to speak in this way not only to very many college students, but also to an unusually large number of ministers and important laymen in various State Associations. His summer work, also, at the Y. M. C. A. Conferences on the Pacific Coast, at Lake Geneva, Wisconsin, and at Northfield, Massachusetts, at the Missionary Conference at Silver Bay, New York, and the

special Bible Study Conference at Pottawattamie Point, Michigan, has undoubtedly been of great value to the College. Rev. Ernest Bourner Allen, of the last graduating class of the Theological Seminary, and pastor of the Washington Street Congregational Church, of Toledo, Ohio, arranged for an "Oberlin Day" at Toledo, with special services calling attention to the work of the College at his Church, and at other Churches, in which he was assisted by Professor Bosworth and nine students from the College. Something of the same kind has also been done this Fall, and there can be little doubt that it will help in giving the College a better hold than it has had upon the situation in Toledo.

Professor Bosworth has also identified himself recently with a widespread and most influential movement in accepting the presidency of the Ohio Anti-Saloon League. As such, he presided at the recent tenth anniversary of the League here in Oberlin.

In the same connection should be mentioned the important course of ten lectures by *Dr. Leonard* on the "History and Literature of Physical Training," given before the Y. M. C. A. Secretarial Institute and Training School at Chicago, as well as his paper on "German Normal Schools of Gymnastics," read before the Biennial Convention of the American Association for the Advancement of Physical Education. *Dr. Hanna* also presented a paper at the same meeting.

Mention should also be made of the similar service rendered by *Mr. Lynds Jones*, Instructor in Zoölogy, of which Professor Albert A. Wright reports as follows:

"Mr. Jones spent the summer at the Marine Biological Laboratory at Woods Hole, Massachusetts, beginning a special investigation and giving a seminar upon birds, which attracted special attention. He is engaged for next summer as one of the staff lecturers of the Station. During the year he continued the editorship of the *Wilson Bulletin*, extra editions of which were sent out by the College to many scientific societies, with the result of bringing many valuable exchanges into the College Library. I

would suggest the propriety of having the expense of this edition met by the library funds, or by special appropriation, instead of being charged against the appropriation for the department of Zoölogy.

Special outside addresses have been given during the year by Professor Johnston, Professor Currier, Professor Swing, Dean Luce, Professor MacLennan, Professor Wager, and Professor Bewer. Professor Andrews has extended the knowledge and reputation of the Conservatory by many organ recitals, both here and away, including a number given during the latter part of the summer vacation. He has also been elected Vice-president of the Ohio Music Teachers' Association.

The summer work, too, of a number of the Faculty deserves mention here. Six members of the Faculty taught in connection with our Summer School: Professors Anderegg, Caskey, Hall, MacLennan, Martin, and Wager. Professor Cole gave advanced courses in Latin in connection with the summer school at Cornell University. Mr. Cairns was engaged in the topographical work of the United States Geological Survey. Professor Kimball had some special pupils in singing, and directed a choral society at Seattle, Washington. Mr. and Mrs. C. H. Adams had charge of the music at the Bay View Summer Assembly, Bay View, Michigan. Professors Carter and Wattles, and Messrs. Horner and Harroun did some teaching here in Oberlin, and Mr. Harroun studied further with Mr. Witherspoon in Cleveland.

The high quality of the chorus work done by our choirs has been again indicated by invitations to the Second Church Choir for special concerts given at the Euclid Avenue Congregational Church, of Cleveland, and at the First Congregational Church, of Elyria, Ohio.

In this connection may also be noticed the unusually fine work done during the last season by the College Glee Club, under the efficient training of Mr. Harroun, of the Conservatory Faculty. The Glee Club has certainly been a most favorable representative of the College, and the heavy work done in connection with it

both by Mr. Harroun and by Professor Peck, as manager, deserves warm appreciation.

REPRESENTATION IN THE PRESS.

The arrangement with Rev. James H. Ross, by which items of interest from Oberlin College have been furnished to the press of different parts of the country, has been continued during the year. Mr. Ross's work in connection with the meeting of the American Board, with the Inauguration, and in reports of various other lectures, addresses, gifts, and events, has undoubtedly been of value to the College, in keeping it before the public, and in giving accurate and intelligent information concerning its work. Mr. Ross has been very helpful, as well, in many suggestions given with reference to this whole work of outside representation.

The *Bibliotheca Sacra*, the college *Review*, and the two town papers have also, in different ways, forwarded the interests of the College. The establishment of a special Alumni Department in the college *Review* is sure to make that paper count much more largely among the alumni than it has hitherto. Mr. Earl F. Adams and Mrs. Herbert Harroun did efficient work as editors of this department last year, and this year it is to be in charge of Mr. Louis E. Lord and Mrs. Charles B. Martin. The Secretary of the College has tried to keep in touch, as far as possible, with the newspaper correspondents sending out information from Oberlin, to avoid mis-statements, and to insure that really valuable information was promptly and correctly furnished.

Beside the newspaper and periodical work already mentioned, as done by Professor G. Frederick Wright, articles by a number of other members of the Faculty should be noticed. Professor Bewer has written during the year three notable articles on the Book of Ruth, the conclusions of which have been accepted by some of the foremost scholars both of this country and of Europe. The articles were published under the title of *Die Leviratehe im Buche Ruth*, and *Zur Literarkritik des Buches Ruth*, in the

Theologische Studien und Kritiken, Heft I und II, 1903, and of *The Ge'ullah in the Book of Ruth*, in the *American Journal of Semitic Languages*, April, 1903. Professor Bewer also published several text critical notes in the *American Journal of Semitic Languages*, for January, 1903, which have received serious attention, especially in Germany; and he has prepared a number of reviews for theological journals.

Other articles, also, have been prepared by Professor Albert A. Wright, Professor Bosworth, Professor Kimball, Professor Leonard, Professor Swing, Professor Dickinson, Professor MacLennan, and Professor Bogart.

Besides important philosophical articles prepared for periodicals, Professor MacLennan has had an important share in a recent volume, *Studies in Logical Theory*, issued by the University of Chicago, under the editorship of Professor Dewey. Dr. MacLennan's contribution to this volume is entitled, *Typical Stages in the Development of Judgment*. In connection with Mr. Lynds Jones's work as editor of the *Wilson Bulletin*, should also be mentioned his volume, *Birds of Ohio*, published by the Ohio Academy of Sciences.

One other item in this connection is of such special interest, that I have asked Dr. Bewer to tell the brief story of it:

"Towards the end of October of last year Professor Karl Budde of the University of Marburg, Germany, wrote to me for detailed information about Oberlin College which Dr. Hackenschmidt, of Strassburg, Germany, wanted for his article on Oberlin in the new edition of the famous Herzog's Realencyclopaedie für Protestantische Theologie und Kirche. Dr. Hackenschmidt had heard "that a newly founded university in the U. S. A. called itself after Oberlin and made much of Oberlin," and naturally wanted to know "what kind of a school that was and how it had come upon Oberlin." President King, to whom I submitted the matter, decided at once to send not merely catalogues and descriptive pamphlets but also the two volumes on Oberlin's history to Professor Budde because he recognized the real importance of a special mention of Oberlin in a reference work of such high standing. Dr. Hackenschmidt has written the article for the Encyclopedia by this time and in addition an article on Oberlin in America in

one of the German Journals; so much interested had he become in Oberlin College.

One of the results of the special reference to Oberlin College in the Realencyclopaedie will be that the German professors will become more interested in students from Oberlin, now that they may be referred to such a standard work for information on Oberlin College, for they are rather shy of American colleges whose name and standing they do not know. I believe that one Oberlin graduate whom I had recommended to Professor Budde and who happened to be in Marburg when the above mentioned correspondence took place must already have been benefited by it; for Professor Budde did not merely hand the books over to Dr. Hackenschmidt but read a great part of them so that he became thoroughly familiar with the Oberlin principles and enthusiastic over "the altogether singular little republic."

The Work of the President.

It is probably due to the Trustees that they should know in some detail the work of the President for the year.

It has seemed very desirable that the President should keep some vital connection with the teaching side of the work of the College; and he is still attempting to carry, with the help of his assistant, Dr. Florence M. Fitch, the five-hour course in the *Microcosmus*, as a senior elective in College, and the five-hour course in Theology, a required course for seniors in the theological department, and with Professor Bosworth, the two-hour required course for college seniors. The very efficient help of Dr. Fitch seems to give promise that this work can really be carried successfully in connection with the other duties of the President's office. The President continues, besides, his regular Sunday Bible class, and has charge of the Senior Class prayer-meetings, and must, of course, carry the responsibility of the chairmanship of the general and college councils and faculties, and of the prudential committee.

The appointments of Professor Miller to give at least half his time as Dean of College Men, and of Professor Bosworth to take full primary responsibility as Dean, for the Theological Seminary, have been a distinct help to the President. The direct

work of the office has been pretty carefully organized in the course of the year, and the office equipment much improved. The large amount of correspondence handled by the Secretary of the College, as well as the special help of the President's secretary and stenographer, has greatly assisted in bringing the work of the office within manageable proportions. Regular office-hours are kept by both the President and his secretary. In spite of the large assistance given by the office of the College Secretary, a large amount of general correspondence must still be handled from this office. The office-hours of the President are for general conference of all kinds, particularly with the Faculty, and with upper-class students. But the President's office must naturally be a general clearing-house for all college matters, and for all matters as to the relation of town and College. The general executive and financial work of the President, of course, can never be finished; it is necessarily carried as a continuous responsibility. A considerable part of the work of the President must naturally lie in keeping in close touch with the work at all points, and making certain, so far as possible, that the largest results are being obtained from the resources available. He wishes to recognize most heartily the many valuable suggestions that have come from the members of the Faculty, as to possible improvement at different points in the entire work of the College. It is one of the very great gains of our unusually democratic policy, that the suggestions of a large number of interested men are available for our work.

In connection with the regular work of the College, must also be given a considerable number of addresses during the year; including this year the inaugural address, the address at the inauguration of Professor Bosworth, and to the theological graduates, the baccalaureate sermon, of course, various chapel addresses, and occasional lectures.

The purely representative work of the President has involved attendance at various presidential inaugurations, at educa-

tional meetings, and at several alumni gatherings—those of the Western Massachusetts Alumni, at Springfield; the North-Western Oberlin Association, at Minneapolis; the Oberlin College Association of Illinois, at Chicago; the Western Pennsylvania Alumni Association, at Pittsburg; the New England Union of Oberlin Alumni, at Boston; and the New York Association of Alumni of Oberlin College, at New York. It may be noted that a new alumni association for Central New York has been formed during the year.

Commencement addresses were given at the High School at Kendallville, Indiana; at the Hathaway-Brown School, Cleveland; at the Rayen School, Youngstown, Ohio; at the Oberlin High School; at the Oberlin Kindergarten Training School; at the Normal Training School, Cleveland; at the Canton High School; and at the Salem High School.

Special lectures and addresses of an educational or religious character were given before the Chicago Congregational Club, and the Cleveland Congregational Club; before branches of the Association of Collegiate Alumnæ at Springfield, Massachusetts, at Cleveland, and at Chicago; at Williams College, Mt. Holyoke College, the Y. M. C. A. Training School at Springfield, Massachusetts, Carleton College, Hillsdale College, and Union Seminary, New York; before Teachers' Associations at Lorain and Oberlin; on Religious Education, at the Convention on Religious and Moral Education, at Chicago, at the Illinois State Congregational Association, at Evanston, and the Ohio State Congregational Association, at Akron, and at the Illinois State Sunday-School Convention, at Taylorville.

Other addresses have been given at Galesburg, Illinois, at Grinnell, Iowa, at Berlin Heights, Ohio, at Marblehead, Ohio, at Hinsdale, Illinois, and at Elyria, Ohio.

The President's summer work included three lectures given in connection with the Summer School of Theology of Western Reserve University; five addresses at the Ohio Christian Endeavor

Convention, at Elyria and Oberlin; a lecture before the Summer School at Oberlin; five addresses at the Chautauqua Assembly, at Chautauqua, N. Y.; two special lectures on *Christian Training and the Revival as Methods of Converting Men*, at the Y. M. C. A. Conference at Lake Geneva, Wisconsin, and five other addresses; two weeks of Bible teaching at the Congregational Summer Assembly at Pottawattamie Point, Michigan; and the preparation of a considerable study on *Jonathan Edwards as Philosopher and Theologian*, a part of which was given as an address, by invitation of Hartford Theological Seminary, at the 200th Anniversary of the Birth of Jonathan Edwards, celebrated at Hartford, Connecticut, October 5.

The main publications for the year by the President include the full discussion, of which the inaugural was a part, in the *Bibliotheca Sacra*; a series of articles on *The New Evangelism*, in *The Congregationalist*; a considerable pamphlet including the two lectures on *Christian Training and the Revival*, issued by the Y. M. C. A. Secretarial Institute, Chicago; the address on *The Modern Conception of Religious Education, as conditioned by the Principles of Modern Psychology and Pedagogy*, published in the *Proceedings of the First Convention of the Religious Education Association*; the baccalaureate sermon, on *Basic Qualities*; an article on the life of Jonathan Edwards, in the *Christian Endeavor World*; and the full study on Jonathan Edwards, which is soon to appear in the *Hartford Seminary Record*.

It would doubtless not be wise to undertake as much outside work as has been here outlined, regularly; though even this year only a small fraction of the opportunities for such service have been accepted. A certain amount of such outside work seems almost unavoidable, though the President has no doubt that his first and largest responsibility is for the immediate work of the College at home.

ADVERTISING.

The regular advertising of all departments in common has

been continued, as well as the regular separate advertising of the Seminary, the Conservatory, and the Academy. The Normal Course in Physical Training, as will be seen from Dr. Hanna's report, has now as many students as it can look after; so that it has not seemed necessary to continue the special advertising there. It will be seen from the Secretary's report, that two editions of the Catalogue have been issued, according to the suggestion made last year, and that a new large edition of the illustrated pamphlet has been prepared. The Oberlin Calendar was again effectively used last year; but it is proposed, with the present year, to change for a time to a somewhat different but very attractive form. A telling two-page article upon the College was prepared by a member of the staff of the *Chicago Advance*, for that paper. Far the most effective advertising of a direct kind, however, that the College does, is no doubt accomplished through the extended and carefully followed up correspondence of the office of the college Secretary.

ADVISORY COMMITTEES.

The term of office of one member of each of the Advisory Committees expires with the present year. The committees have been in operation so short a time that, in most cases, certainly, it would seem better that these members should be re-elected at this meeting of the Trustees.

The valuable reports made last year by the Advisory Committees on the Library, on Ancient Languages, on the Academy, and on Instruction in Drawing and Painting, in accordance with the wise vote of the Trustees, were manifolded and copies sent to all members of the Board of Trustees and to the members of the General Council. These reports have already produced real results, and indicate as well wise lines of policy to be later followed. This year the reports will be put in print, as more convenient for the Trustees, though they will not be sent out as a general publication to the world. The reports should secure careful consideration, by the Trustees and by the members of the

Council, of the most serious needs of the College. The very important report of the special committee on constitution has also been put in print, and will be before the Trustees once more for their consideration, with such suggestions as the Council may have to make concerning it.

RELATION TO PROFESSIONAL AND TECHNICAL EDUCATION.

This problem is so vital a one for the independent college, that I have asked the different members of the committee on this subject to make a careful report of the different aspects of the question. Professor Hall writes upon the relation to law schools; Professor Bogart upon the relation to higher commercial training; Professor Leonard upon the relation to the medical schools; and Professor St. John upon the relation to technical schools.

Relation to Law Schools.

"The situation in legal study seems to be that the leading Law Schools of the country have made arrangements by which the combined Arts and Law courses may be taken in six years; and at the end of that period the student will possess both the A. B. degree and the diploma from the Law School. The Harvard Law School is a marked exception to this tendency, as it requires an A. B. degree as a condition of admission to its classes, and hence Harvard students must at present spend seven years in order to complete both courses. In the six-year combined course, we have found no instance in which a year of study in the Arts has been counted as a year in the Law School, even if that year should be devoted to lines of study especially recommended for Law students; as, for example, in Economics, History, Political Science, or Constitutional Law. In other words the graduate from this combined course has had three years of Law study and only three years of study in the Arts. He has not had, in any case, four years of study in the Arts and two years in Law, with one of his years in the Arts course so carefully selected that it has been accepted as an equivalent for a year of Law study.

Such a combined course, it is plain, can only be offered in a University which includes a Law Department as well as an Arts Department; and the College, with the Arts course only, can not compete with the University in *such* a shortening of the period of professional study in the Law.

A year ago your Committee had not regarded this matter as an urgent problem; but it is manifest that the attraction of the six-year Law course

has already been more widely and deeply felt among our students than we had realized. At the close of the past year Oberlin lost two of the young men in its incoming Senior class, because they could enter Universities where they could complete their Law courses in three years and at the same time receive their A. B. degrees; and we must anticipate that this tendency will increase. In these circumstances it seems to your Committee that the only way in which Oberlin can meet this new form of competition for our young men who are looking forward to the profession of the Law is by the appointment of a Professor of Law, who shall give his time to the teaching of such subjects as are covered by the first year of study in our best Law schools. There is no reason to doubt that students who have pursued such studies in Oberlin College will be admitted to the second year in any of the Law schools of the country except Harvard. Of course, it would not be necessary for any student to take all the legal studies in his Senior year, and several of them might wisely be taken in the Junior year, and some even in the Sophomore year. Such an appointment at Oberlin would be rather a reversion to an earlier system than a novel experiment; as a Professor of Law was a member of the Oberlin Faculty for several years in the early days of Oberlin.

A temporary alternative was offered to your Committee by the proposal of one reputable Law School that three courses now given in Oberlin College would be accepted as one fourth of a year's study in the Law school; that one of their lecturers would come to Oberlin and conduct a two-hour course through the year, for which a second fourth of a year would be credited; and that the remaining half of the year's work might be made up by taking extra hours of work through the other two years of the Law course; and in this way an Oberlin student might practically follow a combined six-year course, not unlike that offered in the Universities. The generous offer was made that the proposed Law teacher might be engaged at a merely nominal sum; viz., the paying of his traveling expenses. This offer, the Committee on Professional Study did not think it wise to accept. The credit proposed for our College work seemed too trifling to deserve much attention; the work done by the proposed loan of a lecturer seemed of comparatively little value; while such an offer would have been very welcome in case of a sudden emergency caused by death or incapacity, it did not seem dignified or self-respecting for Oberlin to make use of such an offer as a permanent policy, since it was so easily open to misconstruction and misrepresentation."

Relation to Higher Commercial Education.

"The past few years have witnessed the establishment of courses in higher commercial education in a dozen of our larger universities, the

avowed purpose of which is to give their graduates a more special training for business careers than they could obtain from the ordinary college course. The increasing complexity of modern business makes necessary a specialized education for those who are to make a success of it. The fact that colleges have not in the past given such training has made some question whether the successful business man did not secure his education better by practical experience than by college training. While it is true that actual contact with business affairs is a necessary condition for a successful business career, yet the educated business man can secure best in the college a knowledge of the general principles and broader inter-relations of our industrial life. Such training, it is believed, will fit him better for assuming a responsible position in the business world, while it will at the same time in no wise detract from the liberal character of his education. A comparatively slight modification of the present course of study at Oberlin would enable us to offer the students the most important courses presented in the programs of some of the institutions providing for higher commercial education. In suggesting this there is no thought of attempting to give a complete three or four years' technical course in business training. The purpose is rather to enlarge and remodel somewhat the Department of Economics and Sociology in such a way as to give the student the essentials of a broad commercial education and prepare him for postgraduate work in a technical school of commerce, or for better understanding the problems of our complex industrial life without further study. It is not necessary to label this group of studies a "Business Course;" it is sufficient if the demand for such work be met and the opportunity be given to our students in Oberlin of securing a more liberal and comprehensive knowledge of the economic world. It would put us in line with some of the most progressive institutions in the middle west, and permit the enlargement of our curriculum in the direction in which it most needs it. *This could be secured by the appointment of one additional instructor in the College.*

It was the good fortune of your professor of economics, as delegate from Oberlin College, to attend a conference of college, business, and professional men at Ann Arbor last spring for the purpose of considering the advisability of incorporating higher commercial education in our college curricula. The verdict was general and was particularly emphasized by the business men present that the liberal character of a college education must in no way be sacrificed; that the best business training possible was the training of the whole man. But it was also thought that the study of modern industrial society might be made as truly liberal as other courses of study, and at the same time give the student a better insight into

the working of economic and social forces than is possible under a curriculum organized without this group of studies.

The courses in higher commercial education, given in common by the Universities of Chicago, Dartmouth, Illinois, Indiana, Michigan, New York, Ohio State, and Wisconsin, are as follows (the numbers show how many of the eight institutions give these courses): Economic History of England (5); *Economic History of the United States* (3); Economic Geography (5); *Political Economy* (7); History of Commerce (5); *Money and Banking* (6); Business Organization (5); Materials of Commerce (3); Accounting (4); Commercial Law (4); *Public Finance* (6); *Transportation* (5); Labor (3); *Economic Theory* (2); Corporation Finance (3); Domestic and Foreign Trade (2); Insurance (2). Of these the last three are postgraduate studies, and so may be dismissed. Of the others the courses in italics are now given in Oberlin College. If an additional instructor could be appointed who could relieve your present professor of the sociology and of five hours a year in the introductory economics, the following schedule of courses could be arranged:

	Freshman.	Sophomore.	Junior.	Senior.
1st Sem.	Econ. Hist. of Eng., 2 hrs.	Polit. Econ., 5 hrs.	Trans- portati'n alter- nating with Fin. His. of U. S. Hist. of Com., 2 hrs. } 3 hs.	Econ. Theory alter- nating with Labor. } 3 hs. Econ. Sem., 2 hs
2nd Sem.	Econ. Hist. of U. S., 2 hrs.	Money and Banking, 3 hrs. Econ. Geog., 2 hrs.	Public Finance, 3 hrs. Hist. of Com., 2 hrs.	Bus. Org., 3 hrs. Econ. Sem., 2 hs.
Total	4 hrs.	10 hrs.	10 hrs.	10 hrs.

This makes provision for practically all the courses mentioned above except those in Accounting and Commercial Law. The Economic Seminar, which is open to eight of the most advanced students, could be used, if desirable, for more advanced work along any of these lines. It will be noticed that this plan provides for taking only eight to ten hours of the time of the assistant; the rest of his time could be given to the Department of History, where the most pressing needs seem to be for the establishment of a course in Modern European History and for the continuance of the course now being given in Greek History, or to the expansion of

the work in Political Science. Though I hesitate to urge it at this time, there is even now need of still another instructor, who could give some general courses for which credit might be obtained in law schools by intending law students, but for which there is even greater need as a part of a liberal college course. Such would be courses in Constitutional Law, International Law, Commercial Law, Comparative Politics, Theory of the State, Municipal Government, Political Institutions, etc. On the other hand, technical law courses such as contracts, sales, agency, torts, etc., might well be left for the professional law school. The more pressing need at present, however, seems to be along the lines followed by so many of our neighboring institutions in developing higher commercial education."

Relation to Medical Schools.

"In your letter of the 15th you ask for a somewhat careful statement concerning the situation as to the relation of the College to medical schools; the difficulties in the way of the adjustment, and exactly what we need to do to make such adjustment, and whether any further action or expense in this direction would be of value. A study of the requirements for Admission, Advanced Standing and Graduation, and of the work done during the First Year, at certain representative medical schools, will make clear the present condition of affairs. The institutions I have selected—and they are the ones most frequently attended by our graduates—are the following: Harvard, Columbia, University of Pennsylvania, Johns Hopkins University, University of Michigan, University of Chicago, and Western Reserve University. The statements are taken in each case from the last catalogue issued by the Medical Department of the university in question.

1. Harvard University.

Candidates for *admission* must present a degree in Arts, Literature, Philosophy, or Science, from a recognized college or scientific school, with the exception of such persons, of suitable age and attainments, as may be admitted by a special vote of the Administrative Board in each case. All candidates must have had a course in Theoretical and Descriptive (Inorganic) Chemistry and Qualitative Analysis (in preparation for courses in Chemistry in the Medical College).

Applicants for admission to the Medical School who have studied for three years in recognized colleges, or technical or scientific schools, in which courses in Human Anatomy, Physiology, Histology and Physiological Chemistry are a part of the instruction, may be admitted to *advanced standing*, provided they pass an examination in these subjects, and possess the other requirements for admission.

The course during the *First Year* includes Anatomy (432 hours, with dissection), Histology and Embryology (252 hours), Physiology (348 hours), Physiological and Pathological Chemistry (288 hours).

Candidates for *graduation* must have studied in a recognized Medical School at least four full years, of which one year must be spent at this school.

2. *Columbia (College of Physicians and Surgeons).*

Candidates for *admission* must present a medical student's certificate, granted by the Regents and based upon the completion of at least one full year's course of study in a college or scientific school registered as maintaining a satisfactory standard. Examinations on an equivalent amount of courses may be taken.

Students who have pursued elsewhere courses in Physics or General Chemistry substantially equivalent to those given at this College, may be excused from the work in these subjects, and admitted to more advanced instruction as a substitute, on presentation of satisfactory certificates or after examination. *Advanced standing* in other subjects than Physics and Chemistry is granted only when these have been pursued in a recognized medical school.

The work of the *First Year* includes Physics (lectures and laboratory through one semester), General Chemistry (lectures, conference and laboratory through one semester), Anatomy (demonstrations and 216 hours of dissection, throughout the year), Normal Histology, and Physiology (lectures and demonstrations, throughout the year). The work in Anatomy and Physiology is continued in the second year.

In order to practice in New York State the candidate for registration must have studied four full years in a medical school maintaining a satisfactory standard. *Graduates* from Columbia must conform to this standard.

3. *University of Pennsylvania.*

Candidates for *admission* must be able to meet the entrance requirements at any recognized college.

Any graduate in Arts or Science of a college recognized by this University who has completed any of the studies of the first year of the Medical Course, and who has passed satisfactorily the examination given by the professor in the respective branch in this medical school, may be excused from that portion of the study given in the first year of the course, provided that he utilize the time scheduled for that study in advanced work in Chemistry, Anatomy, or Bacteriology, according to his preference; or in anticipating work of the second year in so far as the official roster will permit.

The work of the First Year includes Anatomy (lectures and dissection), Histology and Embryology (laboratory), Bacteriology (lectures and laboratory), General Chemistry and Medical Chemistry (lectures and laboratory), lectures on Medical Terminology, Ethics, etc.

The candidates for *graduation* must have passed satisfactory examinations in all of the required branches of the (four years') curriculum, must have attended the practical instruction in all departments, and his last year of instruction must have been at this school.

4. *Johns Hopkins University.*

Candidates for *admission* must be graduates of approved colleges or scientific schools, and must furnish evidence that they have acquaintance with Latin and a reading knowledge of French and German, and such knowledge of Physics, Chemistry, and Biology as is imparted by the regular minor courses (each consisting of four class-room exercises and two afternoons of Laboratory work throughout the year) given in these subjects in this University. -Others who show by examination that they possess the required general education and special training involved in the above conditions may also be admitted.

Admission to *advanced standing* is only by examination.

The work of the *First Year* includes Anatomy, Histology and Embryology, Physiology, and Physiological Chemistry.

The candidate for *graduation* must in every instance have fulfilled all the requirements for admission to this Medical School and must have completed, as a regularly matriculated or registered medical student, a four years' course of medical study, equivalent in its standards to that given here, of which the final year must be spent in this Medical School.

5. *University of Michigan.*

To meet the requirements for *admission* without condition, it is expected that the applicant will have had to take at least two years of collegiate instruction in addition to a high school course.

In order to be admitted to *advanced standing* a student must have completed not only the didactic courses, but the laboratory courses also, already taken by the class to which he seeks admission. When, in the judgment of the professor in charge, such a course is equivalent to that given in this Department, he may give the student credit for the work done, and thus avoid repetition.

The work of the *First Year* includes Anatomy, Embryology and Histology, General Chemistry, and Physics.

Under no circumstances will a student be *graduated* without having taken four full courses in a medical school, the last of which must have

been in this school. Graduates of literary and scientific schools or colleges are not exempted from the necessity of complying with this requirement.

Students in the Department of Literature, Science, and the Arts who intend also to study medicine may be able to shorten their total period of study and residence at the University by from one year to one and a half or two years, if they comply with the conditions in which registration in both departments at the same time is permitted, and also pursue, as literary students, courses that cover the subjects required in the first two years of the medical curriculum.

6. *University of Chicago.*

The requirements for *admission* consist of a four-year high school course plus one and a third years of college work, which must have included General Chemistry and Biology (after June 18, 1905, *two years* of college work, which must have included General Chemistry, Elementary Biology, Organic Chemistry, College Physics, and reading knowledge of German and French).

Graduates of recognized colleges of Arts or Science which require a regular attendance of four years as essential to graduation, may be given credit for each major (60 hours of lecture or recitation, or 120 hours in the laboratory) of work (or a full equivalent therefor) corresponding to any of the work in medical courses. In accordance with state law such students are allowed to complete their medical course and receive the M. D. degree 33 months after matriculation. This involves a time credit of one year, but does not excuse the student from any of the work of the medical course.

The work of the *First Year* includes Chemistry (one major, in addition to General Chemistry), Anatomy (with dissection), Embryology and Histology, Physiology, Physiological Chemistry, Pharmacology, Bacteriology, and Pathology.

The first two years' work in Medicine may be taken as the third and fourth years of the Bachelor of Science Course (and a very considerable part of the first two years' work in Medicine during the third and fourth years of the Bachelor of Arts or the Bachelor of Philosophy Courses) upon the fulfilment of certain requirements for the degree.

7. *Western Reserve University.*

Candidates for *admission* must have completed the junior year in a recognized college.

Graduates in Arts or Sciences of recognized colleges who have during their academic course devoted to the subjects the number of hours mentioned below, or their equivalents, and have passed satisfactory examina-

tions thereon, may be admitted to the second year of the course. But the amount of practical work in such courses must not be less than that required in corresponding subjects during the first year in this College. The subjects are—General Biology 90 hours, Comparative Anatomy 75 hours, Embryology 75 hours, Histology 200 hours, Human Anatomy 120 hours, Physics 60 hours, Inorganic and Organic Chemistry 300 hours.

Students in the senior class of Adelbert College are permitted to take elective courses in the first year of the Medical College. Such electives, to the extent of nine hours a week, are counted toward the academic degree, so that in this way students may save one year in the combined literary and medical courses.

The work of the *First Year* includes Anatomy with dissection, Chemistry, Histology, Comparative Anatomy, Embryology, and Bacteriology.

In accordance with the laws of certain states, not including Ohio, all persons desiring to practice medicine in these states are required to have attended, before taking the state examination, four full years at a regular medical college, whether they are graduates of a literary college or not.

I may add here the vote passed last spring at a meeting of the Association of American Medical Colleges. "On and after July 1, 1905, each of the four years of the medical course shall be separate and distinct from the arts and scientific departments of the university or college, and no student shall be permitted to be a matriculate in another department of a university or college."

In view of these facts, the difficulties of adjustment and the possible alternatives which confront the independent college are, it seems to me, substantially as set forth in a letter received from Professor W. H. Howell, Dean of the Medical Department of Johns Hopkins University. He says, in part: "I regret to say that it is not possible for one of your students to shorten his medical course here by one year in consequence of special scientific courses before entering. The main difficulty is that some of the state laws, e. g. those of New York, require evidence of four years' medical study with registration for four years as a medical student. * * * A second difficulty lies in the fact that outside a well-organized medical school really thorough courses in Human Anatomy, Physiology (including laboratory work), Physiological Chemistry, and Neurology cannot be obtained at present. * * * What we look for in our college courses, in addition to a liberal training, is a good foundation in Physics, Chemistry, and Biology. If these are given I do not see how the other sciences mentioned above and which constitute mainly our first year's work can be crowded into the four years of college. As you well know, many colleges that have medical departments have organized combined courses, in which the first

year in the Medical Faculty counts as the last year of the College course leading to the bachelor's degree. I presume that Oberlin might make similar arrangements with some of the good medical schools, allowing the student to enter the medical school at the end of his third year and conferring the degree at the end of his first medical year. If I may be permitted to say so, a better plan still would be the restriction of the college course to three years, as is practically done in the undergraduate department of this University * *"

The present time is plainly one of transition and adjustment, in the medical schools themselves and in their relation to the college. Under such circumstances, and in view of the evident trend toward separation of the professional course altogether from the undergraduate course, I believe that Oberlin College would not be justified in taking any action, at present, which would involve modification of existing courses of instruction and require the expenditure of considerable sums for that purpose."

Relation to Technical Schools.

"The coördination of college and *technical school* work is a question in whose solution Oberlin College is vitally interested. In the case of a college intimately connected with a technical department as in the large universities, the solution of the question is found by allowing the young men to go directly into the engineering department or by offering to them a combined course upon whose completion they obtain both the arts and the engineering degrees. In such a combined course, the third and fourth years contain studies that might well find a place in a college of liberal training as well as in a school of technology. It is quite generally admitted that four years of purely liberal training in college is more than the average man can afford to devote to preparation for technological study.

Independent colleges such as Oberlin are in grave danger of losing their hold upon young men who in increasing numbers are preparing themselves for the technical callings. The best present solution of the problem seems to be to offer a range of electives in college, in lines of work that can be accepted for advanced standing in technical schools, sufficiently wide to enable the graduate of the college to complete his technical work in two years. In comparing the courses offered in Oberlin College with those of the technical schools, it is found that with the exception of some *shop-work* the work of the first two years of the technical schools can be so nearly duplicated that the student who has made suitable selections during his college course would be able to complete his technical work in two years, thus making a course of six years for the two degrees.

Work common to Oberlin College and the courses in the best engineer-

ing schools is now given in English, French, German, Spanish, History, Economics, Mathematics, Chemistry, Physics, Geology, Free-hand Drawing, Surveying, Mechanical Drawing, and Descriptive Geometry.

The omission of *shop-work* is a serious one for the student entering the technical school with advanced standing, for it delays until too late an age his work with eye and hand and "he will undergo the serious embarrassment of entire dislocation between the grade of work he can do with his brain and that which he can do with his eyes and hands." Since it is work that finds its proper place in the earlier years of the technical course its omission causes a serious loss to the student entering the junior year of the technical school, who must necessarily sacrifice some of the richer and fuller results he has a right to expect from the last two years of his course, in order to make up his deficiencies in this primary and fundamental shopwork. A college can not afford to advise students to remain four years with the expectation of completing a technical course in two years more, if thereby their technical courses must suffer seriously. The only ground upon which a six years' course can be urged in the case of the engineer is that such a course is of advantage to him as *an engineer*. This implies that he has suffered no serious loss in his training for the strictly technical side of his profession, but has added the advantages of four years of residence and study in academic surroundings and is in the broad sense a liberally educated man.

The men who are directing engineering education are clearly convinced of the advantage of a liberal training. The Dean of a large Eastern school of engineering says in this connection: "Somewhere along this road, the professional must usually break out and take up his engineering studies. Few and fortunate are they who are permitted to receive that higher and more truly liberal education which is furnished by a good college—when the transfer takes place general education, formal education, ceases and professional education begins." After this formal transfer he deals only with material things and with the dead and inanimate world; as the late Dean of a large Western engineering school states it—"His face is always turned nature-ward and not man-ward," and with convincing logic he argues for fairly liberal training "in those studies which are grouped under the very inclusive but indefinite name of the humanities." He adds further—"We are voluntarily consenting to graduate and to put upon the world a class of highly educated and splendidly trained men who know nothing of the history or the thought of the world behind them or the great social problems that are moving the hearts and minds of those about them. These men stand mute and helpless, therefore, in this struggling, seething world of affairs, where they are so much needed

to help out, with their clear heads and balanced judgments, the few workers who are now able to see straight and think clear."

The ability on the part of a strong college to offer four years of such a combined course by which the future engineer gains the advantage of a college education without danger of loss in his technical training would add greatly to its standing and prestige, particularly in the minds of young men. It would also open the way for the college to put into the ranks of the leaders in the material and social evolution of the present century men nurtured in its own high ideals.

The independent college holds a position of advantage in comparison with the college of letters and arts in a great university, in that it would be much easier for it to hold young men for a combined course of six years as above suggested, than for the college in the shadow of a great technical department. In the latter situation the student too early feels the attraction toward immediate productiveness from his training, and is drawn at once into the engineering department.

The course suggested would be mutually advantageous to the college and the graduates, and would appeal to many who would prefer to take at least a part of their professional training in academic surroundings.

It has long been the desire of the Department of Physics to increase the opportunities offered by Oberlin College in this direction, but the lack of suitable rooms and equipment has made it unwise to bring the matter into great prominence; but owing to the vacating of the basement of Peters Hall by the installation of the new heating system, a large amount of space is freed for this use which was formerly occupied by fuel. These rooms could be made available with but small expense. The question of power is solved by the day electric service to be given by the new heating and lighting company. There remains only the equipment to be provided. For a few thousand dollars a suitable shop installation could be made which would put Oberlin College abreast with the best thought along these lines and in the very front rank among independent colleges and render possible the entering into closer relation with some of the leading engineering schools so that the graduates of Oberlin College would be *assured* of a definite advanced standing upon completion of the course at Oberlin. This would be a practical solution of the problem which the situation offers, until the time comes when Oberlin College can establish its own department of Technology. The College would be in a position to announce to prospective students through the catalogue and other publications and circulars the opportunities offered, and urge the advantages to the student, and to do this with the consciousness that it was not only helping the individual student but in a real way help-

ing forward the work of the world by placing in these strategic positions men so completely prepared."

These reports, it will be seen, show that the situation is quite diverse in these different cases. By the addition of a certain amount of teaching, it seems entirely possible to make a good adjustment for law courses, and for courses in higher commercial training; and, by a comparatively small expenditure to provide for the earlier stages of the shop work of the technical school, the College could meet, in a completely satisfactory way, the adjustment to the technical schools. And this adjustment is probably quite as important to us as that of any other profession, and is certain to be of increasing importance for some years to come. It should be remembered that the adjustment to the technical courses is already made with fair satisfaction, but not with the same completeness as the recommendations of Dr. St. John would make possible.

The attitude taken by the medical schools is, in the judgment of the President, demonstrably unreasonable; but if the action of the Association of American Medical Colleges, that after July 1, 1905, no student, in any of the four years of his medical course, shall be permitted to be matriculated in any other department of a university, really goes into effect, it will not put the independent college at such special disadvantage.

It seems clear that in the other three cases, where it is practicable to make the adjustment, it would be a very distinct strengthening of the position of any independent college to be able to assure its students that they would be at no disadvantage to continue with the college throughout their entire college course. And I trust that it may be possible, at some early date, for Oberlin to make this full adjustment in these three cases.

THE TRUE FUNCTION OF THE COLLEGE.

This whole question of the relation of the college to professional and technical education naturally brings up the problem

of the true function of the college. The President has stated so fully his own educational creed, and his judgment of what the policy of the college should be, in the full discussion, of which the inaugural address was a part, that it is quite unnecessary that he should go largely into that discussion here. The very diverse views of the college, presented from the same platform by leading educators at the National Education Association, certainly do not indicate that it is wise for Oberlin to depart from its previous ideals and general policy, especially when it seems plain that those ideals and that policy are commending themselves increasingly to a most valuable constituency. The President may be allowed simply to quote from his previous discussion a word concerning the college ideal, and a few considerations concerning the problem of the possible shortening of the college course: "The supreme opportunity, in other words, that a college education should offer, is opportunity to use one's full powers in a wisely chosen, complex environment, in association with the best;—and all this in an atmosphere, catholic in its interests, objective in spirit and method, and democratic, unselfish, and finely reverent in its personal relations. Such an ideal definitely combines the best of both the older and the newer college. And the colleges that most completely fulfill this ideal have, I judge, a work which is beyond price, and without possible substitute."

"In this whole problem of the possible shortening of the college course for the sake of students looking to professional studies, several things need to be kept closely in mind, if confusion is to be avoided.

"In the first place, if the professional course is a full rigorous four-year course, this ought to mean, and usually does mean, that it has been laid out on somewhat broad and liberal lines, and not with reference to mere narrow technique. And the student who is to continue his study through such a course can more easily afford to abridge the time given to the two courses.

"This same broadening of the professional course, moreover,

makes possible an entirely legitimate adjustment to the coming professional study on the part of the college. In every broadly planned professional course of four years, there is quite certain to be at least a year of work of so liberal a character that it may justly be counted toward both the college and the professional degree. And the colleges which can offer such work of first quality for the different professions can meet squarely and strongly every legitimate demand for abridging the entire period of study, and can then, in all probability, in the great majority of cases, render a better service to the student himself, to the professional school, and to society, by retaining the student in the atmosphere of the college through his full four years.

“It is further to be noted that in any case this reason for shortenting college courses holds only for such professional students. For the majority of college students, including almost all the women, such shortening is not called for, and would be only a calamity. Even the smallest real colleges, therefore, that can do very little in the way of adjustment to professional courses, and that may have to lose many, perhaps most, of those looking to professional work, would still have their former most important service to render for the majority of their students.

“Moreover, it seems to me wholly probable that a good proportion of the very ablest and clearest-sighted of those going into the professions, will still choose not to deprive themselves of the very best the college can give them, and will therefore prefer not to specialize in college in precisely those subjects to which the larger part of all their later study in any case must be devoted. And, through specialization in other lines, such exceptional students will look forward confidently to a larger life and a higher professional success than could otherwise come to them. These wisest students will certainly not wish to sacrifice acquaintance with the natural great broad human subjects of the last year in college to professional specialization. And even those students who feel compelled to abridge their entire period of study, if they

are wise, will so scatter their preliminary professional study through their college course, as to insure that at least a part of their maturest time in college may be given to those great subjects, like philosophy, that require some real maturity of mind to be most profitably taken. I do not believe that the proper demands of both liberal and professional training can be met where it is attempted to cover both courses in six years. Even where the requisite subjects are all covered by brilliant students the value of the outcome may well be doubted. It is not to be forgotten that it is time, and some real sense of leisure, and opportunity to take in the full significance of one's studies and to knit them up with the rest of one's thinking and living—it is just these things that distinguish real education from cramming."

It may be added, that a very careful investigation made by President Harris of the facts concerning Amherst College does not bear out the common statement that colleges graduates are getting to their life work much later than was formerly the case.

STUDENTS.

Attendance.

The Secretary's report has tabulated so carefully and exhaustively all the facts upon this point that it is not necessary to do more here than to call attention to the gratifying growth which still continues. The gain in the college department is still notable, and the figures for the year upon which we are just entered show an enrollment, for the first time in the history of the College, of more than six hundred men and women of full college rank.

There are many influences at work which make it almost unavoidable that a co-educational college of the first rank should be likely finally to have a larger attendance of women than of men. In the first place, a much larger number of young women than of young men are graduating from the secondary schools of the country. In the second place, the number of young women going to college is probably increasing much more rapidly than

the number of men. In the third place, there are more colleges of the first rank competing with one another for the men than colleges of the first rank competing for the women. And, in the fourth place, the large and flourishing technical schools of the country are drawing many young men who otherwise would be likely to turn to the college; there is no corresponding competition for the young women. These facts mean that a co-educational college that means to keep the number of its men permanently about equal to the number of women, must take unusual pains to secure the attendance of men. I most heartily second, therefore, the general suggestions of the Secretary upon this point. Both for the sake of the young men and of the young women, and in harmony with the real principles of co-education, it is desirable that the number of young men in the college department should not be greatly exceeded by the number of young women.

A second question raised by the Secretary, as to the number of students that can be wisely admitted to the college department, is one requiring serious consideration. There seems to be a limit in numbers, beyond which the largest educational service cannot be rendered. Quality is of far more concern, particularly in college education, than quantity. And the college that fails to maintain some real personal contact on the part of its officers and teachers with pupils, is failing in its most important work. The President's opinion is that we have not yet reached the limit of numbers that can be wisely accommodated; but that goal is pretty clearly in sight, if the present growth continues. In the meantime, just what the proper limit for attendance in a college of the highest type should be, may well be a matter for serious consideration on the part of us all.

The growing size of the student body is indicated, among other things, by the call for a students' directory. Such a directory was issued last year for the first time, and another is being prepared for the present year.

Health.

The reports of the Deans and of the Directors of the Gymnasiums, show that the general health of the students in the year past has been exceptionally good; and there have been few cases of serious illness of any kind. In spite of the great prevalence of smallpox in the vicinity, no member of the student body was attacked by the disease, although several were specially exposed to the contagion by a case coming from out of town.

Only one death has occurred among the entire student body during the year, that of Miss Alice Lovelle Howard, of Louisville, Kentucky, in May, 1903. Miss Howard was a student in the Conservatory, and died in operation for appendicitis.

We may well be grateful for such a showing in the matter of health; and yet the real need of some modest provision in the way of a *college hospital* seems to me still to be very great. Conditions might arise at any time that would subject us to the most serious criticism, if we continue much longer without some such provision.

Athletics and Physical Training.

The general situation in athletics has probably never been better than during the year just past. The advisory board, the graduate manager, the coaches, and the students themselves have all coöperated to make possible the maintenance of a high ideal. In the spirit in which they have entered upon their athletics, in their attention to the other sides of their work, and in their representation of the College in games away, the conduct of the men in the various athletic teams has been for the most part all that could be reasonably asked.

The movement for a women's athletic field, it is hoped, will make possible a greater variety of healthful outdoor exercise for the young women.

Basket ball has been recognized among us this year, for the first time, as an inter-collegiate sport. Tennis and golf associations, also, have been organized, and an inter-collegiate

tennis match was played at Wooster. It seems thoroughly desirable to encourage as large a variety as possible in these athletic sports, that the gain of athletic training may not be confined to a comparatively small fraction of the student body.

Steps have been taken toward the organization of the Academy athletics on a basis practically independent of the College; and it seems not unlikely that complete separation at this point may soon wisely follow. There can be no doubt that a real gain has been made in the athletics of the Academy this fall, in consequence of the appointment of Mr. Dudley B. Reed, who takes up, with his teaching, some special responsibility for the athletic side of the academy life. The Principal of the Academy feels great satisfaction in the present athletic situation in this respect.

It is obvious, however, that probably even with the widest feasible extension in variety of games introduced, the larger part of the student body cannot be so reached. The physical development of the students and the full contribution to be made by physical education, it is certain, can never be attained through athletics alone; and the College is therefore to be most heartily congratulated upon the large success attained by the credit courses in the gymnasium. It is exceedingly gratifying, for example, to find that eighty-seven per cent. of the men in the college department are making use of the men's gymnasium. The report of the Director of the Men's Gymnasium is an impressive exhibit of the great contribution made to the college life through the splendid gift by Dr. Warner of the gymnasium building, and through the efficient management of the Director.

The great disadvantage, on the other hand, under which the Director of the Women's Gymnasium labors, must be evident from any careful reading of her report. It is depressing to note that it has been necessary to debar a considerable number of college and conservatory young women, who desired the advantages of regular gymnasium training, because the work desired simply could not be given with the present limitations in building and

force. It is naturally rather discouraging to Dr. Hanna to find that after eighteen years of efficient service, the equipment for her work is still but little greater than when she first came to the College.

Discipline.

The reports of the Deans and Directors indicate that there have been comparatively few cases requiring serious discipline, and with these it has been possible to deal quietly. While there are some occasions of anxiety, always, on this side of our work, the general spirit of the student body seems to have been thoroughly wholesome. We may count upon still greater gains as traditions become more established in line with the changed regulations of the College. There can be no doubt, I think, that the spirit of co-operation between the Faculty and the student body is much more marked and cordial than was the case before the regulations were changed. Real progress has been made in developing student sentiment upon some important matters of conduct.

Attention should be called to the continued success of student government in the halls, as noticed by Dr. Luce in her report, and of the extension of this plan to two other large boarding houses in the town. The hearty co-operation of the conservatory students, besides, in organizing men's and women's student boards to serve the varied interests of the Conservatory, also deserves special mention in this connection.

New Admission Requirements and Freshman Electives.

The Secretary's report takes up so exhaustively the working of the new admission requirements and freshman electives, that attention needs only to be called here to the fact that there seems no reason to regret the change made in either case. Both policies are apparently working with entire satisfaction.

Scholarship.

Taken all in all, the general scholarship of the student body was probably never better than today. There is small disposition

on the part of any of the students to seek simply easy courses. And yet it must be recognized that there are all too few who throw themselves deeply into the study of their subjects, to attain anything like a specialized mastery. The tendency is still quite too strong on the part of our brighter students, to seek to pile up hours in taking more courses, rather than to attempt a real mastery of fewer subjects. The opening of the Library in the evening will no doubt help many to more thorough work. The work of the committee on failure in scholarship, to which extended reference was made last year, has been continued with good results.

Graduate Scholarships.

The list of students using graduate scholarships for the year upon which we have just entered, is as follows:

Miss Mary Hallock,	Mathematics and Physics.
Mr. Carl E. Zeller,	Chemistry.
Mr. William H. Partridge,	Latin and Greek.
Mr. John E. Wirkler,	Economics and History.
Miss Mabel A. Jones,	Philosophy.
Mrs. Florence F. Bates,	English.

It is as plain as last year that these graduate scholarships are a distinct advantage, in several ways, to the college life. The holders of these graduate scholarships, it should be noted, do not include all the graduate students. It deserves notice that in the department of Physics alone there are this year enrolled six graduate students.

In connection with these graduate scholarships, the following statement from Professor Grover's report to the President may be added:

"During the past five years I have had three assistants, under the arrangement that the Assistant in Botany is really a teaching fellow, devoting one-half his time to teaching and the other half to graduate study. All of these have been graduates of the College, and all are now occupying college positions in Botany or Biology. They are Miss M. E. Kennedy, O. C. 1899, who has charge of the department of Biology in Maryville College, Maryville, Tenn.; Miss I. S. Smith,

O. C. 1901, in charge of the department of Biology in Illinois College, Jacksonville, Illinois, during the absence of the permanent head; and Miss I. F. Stebbins, O. C. 1902, my assistant of last year, who is now Professor of Botany in Huguenot College, Wellington, Cape Colony, S. Africa. Mr. H. C. Tracy, O. C. 1902, who held the graduate scholarship in Natural History last year, and did one-half his work in Botany, is this year in charge of the new department of Biology in Oberlin Academy."

Social Life.

The report of the Dean of Women indicates that in her judgment some real gains have been made upon this side of the college life during the year just past; and the end aimed at in the changes suggested and entered upon last year is quite in line with the formal vote of the Conference of Deans, representing seventeen institutions and ten States, just held at Chicago, and which Dr. Luce attended. No college, certainly, has the right to ignore this side of the training of its students.

The women have had a number of very pleasant and somewhat formal occasions by themselves. The organization of the Women's Glee Club, not at all for representation of the College abroad, but simply for the greater enjoyment of the college life here, may also be mentioned, as well as the bringing in of the custom of the songs by the senior women, and the giving over of the library steps by the women of the senior class to the women of the junior class. The Young Women's Christian Association has also taken pains to fit up more attractively the study-room in Peters Hall. All these things go to the making up, no doubt, of a somewhat richer, more attractive student life; and all are entirely wholesome.

Religious Life.

This side of the life of the college was reviewed so fully in the report of last year, that it is necessary simply to note the continuance of the same general spirit, and the use of essentially the same means. The year just past, as well as the year upon which we have now entered, has been notable for the activity and

interest and initiative of the students themselves in these lines. I think the Christian Associations have never done so much at the beginning of a college year as at the beginning of this year, both in the assistance of new students, and in the organization of classes for Bible and Mission study. _ The work of both Christian Associations seems to be in a thoroughly flourishing condition. Mr. J. E. Sprunger, of the senior class of the Theological Seminary, takes up the work of the secretaryship of the Young Men's Christian Association, laid down, after very efficient service, by Mr. W. M. Owen, of the college class of 1901. Nearly six hundred students are regularly enrolled for Bible study, and well toward one hundred in the mission study classes.

The work of the Dean of the Seminary, as chairman of the committee on religious work, has been most helpful, in his co-operation with the students, and in affording them, at their request, some direct training for Christian work.

OFFICERS.

The *Treasurer's* report brings out the welcome fact that the year 1902-03 yielded a surplus of over \$7,000, that can be applied to the accumulated deficit. The following statement will put before the Trustees the exact facts concerning the deficits :

Deficits of Recent Years.

Deficit of 1900-01.....	\$10,030 09
Credit by amount from General Fund.....	142 90
Net deficit from year 1900-01.....	\$ 9,887 19
Net deficit from year 1901-02.....	8,414 68
Total accumulated deficit, August 31, 1902.....	\$18,301 87
Surplus from year 1902-03.....	7,301 53
Net deficit, August 31, 1903.....	\$11,000 34

Reference has already been made to the main financial gifts of the year, as well as to those points in the *Secretary's* report which seem to call for special mention here. That report itself is an impressive exhibit of the amount of work which is done in the Secretary's office.

The report of the *Librarian* makes plain once more the greatly overcrowded condition of the library building, and the imperative need of a new fire-proof library building, as well as the great desirability of the appointment of an additional competent reference librarian. There can be no doubt that such an appointment would very considerably increase the value of the library to the student body.

The reports of the other officers have already been referred to, and seem to require no further special mention at this point.

THE FACULTY.

The work of the Faculty has in no case during the year been interrupted by serious illness.

It is hoped that a pleasant and valuable feature has been introduced into the life of the Faculty by the institution of an annual *Faculty Dinner*, given by the President. This makes possible the gathering about the table at least once a year of the entire body of the Faculty and officers of the College, with their wives, and enables even the youngest members of the college force to get a larger sense of the full meaning of the life of which they are a part. The dinner for the year just past was held at the Park Hotel on January 12, and in the after-dinner speeches two representatives from each department spoke upon the work and needs of that department. With the growth of the Faculty, it becomes increasingly important that special effort should be made to bring together the entire force of the College from time to time, if the desired sense of unity is to be kept. Only so can the College do its full and best work.

Reports.

In accordance with the expressed wish of the Faculty themselves, only the reports of the officers are printed the present year with the President's report. This does not mean that each teacher does not still make a full report of his work for the year to the President. But the Faculty felt that, on the one hand, the work from year to year varied so little as to necessitate much

unprofitable repetition, and, on the other hand, that they could speak with much more freedom of any special needs to the President, if they knew that their reports were not to be printed for public circulation. The President need hardly say that it will be his aim to make certain that no valuable suggestions of the Faculty are lost, and that the needs of each department are fully given to the Trustees, either in connection with his own printed report, or in direct presentation at the meeting of the Board. The action so taken is in line with the custom followed by most other colleges, and seems likely to insure, on the whole, the best results.

Organization.

The complete organization of the Faculty is shown in the following list of committees elected for the year 1903-04:

GENERAL COUNCIL.

Chairman, KING.

Vice-Chairman, ROOT.

Clerk, MARTIN.

Appointment of Instructors and Adjustment of Work: King, Bosworth, Martin, Morrison, St. John.

Budget: Swing, Jewett, King, Peck, St. John.

GENERAL FACULTY.

Chairman, KING.

Vice-Chairman, A. A. WRIGHT.

Clerk, MARTIN.

Registrar, WAGER.

Art Exhibition: Martin, Cole, Mrs. Johnston, St. John.

Athletics: Leonard, Miller, St. John.

Care of Buildings: See Committee of Prudential Committee.

Catalogue: G. M. Jones, Bosworth, Peck, Root, Miss Wattles.

Chapel Seating: Miller, Cairns, Miss Currier, Peck, Miss Wolcott, Mrs. Woodford.

Commencement and other Public Occasions:

- 1. General Arrangements:** King, Bosworth, Carter, Mrs. Johnston, G. M. Jones, Morrison, Peck, Root.

2. **Entertainment of Guests:** Morrison, Miss Barrows, Swing.
 3. **Processions and Seating:** Wager, Cole, Heacox, Lord, St. John.
 4. **Alumni Dinner:** Martin, Breckenridge, Cairns, Carter.
 5. **Decoration:** Grover, Kimball, Miss Oakes, Taylor, Miss Thompson.
- Conference on Professional or Technical Study:** Hall, Bogart, Leonard, St. John.
- Discipline:** Miller, Caskey, Jewett, King, Morrison, Peck, St. John.
- General Art Interests:** Mrs. Johnston, Miss Barrows, Dickinson, Kimball, Miss Oakes.
- Graduate Study and Degrees in Course:** Hall, Bewer, Bogart, A. A. Wright.
- Gymnasium:** Men, Leonard, Miller, St. John. Women, Miss Hanna, Miss Brownback, Miss Hosford, Miss Wattles.
- Honorary Degrees:** King, Hall, Swing, Wager, G. F. Wright.
- Intercollegiate Debate:** Caskey, Bogart, Hall, Root, Wager.
- Lectures and Entertainments:** Martin, Bosworth, King, MacLennan, Morrison.
- Library:** St. John, Bosworth, Dickinson, Grover, Miss Luce, Martin, Root, Shaw, Wightman.
- Musical Organizations:** G. M. Jones, Morrison, Peck.
- Nominations:** King, Bosworth, Jewett, St. John.
- Outside Representation and Newspaper Correspondence:** G. M. Jones, Currier, St. John, Wager.
- Petitions and Requests from Students:** Jewett, Caskey, Morrison.
- Printing and Clerk Hire:** G. M. Jones, MacLennan, Peck, Wager.
- Religious Work:** Bosworth, Andrews, Cole, Cowdery, Miss Hosford, L. Jones, Shaw, Sweet, A. A. Wright, G. F. Wright.
- Requests for Work with Private Teachers:** Peck, Miller, Miss Luce, Mrs. Woodford.
- Secondary Schools:** Miller, G. M. Jones, MacLennan, Peck, St. John.
- Social Occasions:** Grover, Miss Barrows, Bogart, Cairns, Cowdery, F. G. Doolittle, Miss Fitch, Miss Luce, Shaw.
- Student Publications and Exercises:** Jewett, Caskey, Wager.
- Summer School:** Hall, Cairns, Martin, Miller.

COLLEGE COUNCIL.

Chairman, KING.

Vice-Chairman, HALL.

Clerk, MARTIN.

Appointments: King, Hall, Jewett, Martin, A. A. Wright.

Budget: Jewett, Hall, St. John.

COLLEGE FACULTY.

Chairman, KING.

Vice-Chairman, HALL.

Dean of College Men, MILLER.

Clerk, MARTIN.

Assigning Officer, CASKEY.

Admission: G. M. Jones, Cairns, Cole, Grover, Gubelman, Hall, Martin, St. John, Wager, Wightman, Miss Wolcott, A. A. Wright.

Course of Study: Martin, Hall, Wager.

Failure in Scholarship: Miller, Cairns, Cowdery, Martin, Miss Wolcott.

Free Tuition and Beneficiary Aid: Men, G. M. Jones, Jewett, Martin, Miller, Wightman. Women, Miss Hosford, Miss Barrows, Miss Currier, Miss Hanna, Mrs. Lord, Miss Luce.

Nominations: King, Hall, Jewett, Wager.

Postponement of Required Work: Hall, Cairns, Caskey.

Private Study and Additional Work: Wager, Cole, Lord, Miss Luce, Martin, Miller, Miss Wolcott.

Schedules: MacLennan, L. Jones.

Student Conferences: King, Miller, Wager.

Class Prayer-Meeting Leaders: Seniors, King. Juniors, Jewett. Sophomores, Root. Freshmen, Bosworth.

THEOLOGICAL FACULTY.

Chairman and Dean, BOSWORTH.

Secretary and Registrar, MISKOVSKY.

Advertising, Newspaper Correspondence and Printing: Bosworth, Bewer, Miskovsky.

Beneficiary Aid: Swing, Currier, King.

Catalogue: Bosworth, Miskovsky.

Commencement: Bosworth, Caskey, Currier, Miskovsky.

Council Hall: Swing, Bosworth, Miskovsky.

Curriculum: Bosworth, Bewer, Swing.

Finance and Budget: Swing, Bosworth, King.

Outside Representation and Lectures: Bosworth, Bewer, G. F. Wright.

Pulpit Supplies: Currier, Bewer, Bosworth.

Railroad Correspondence: Currier.

Slavic Department: Miskovsky, Bosworth, Currier, Swing.

ACADEMY FACULTY.

Chairman, PECK.

Secretary, MISS HOSFORD.

Appointments and Budget: Peck, Miss Brownback, Cowdery, Miss Hosford, Shaw, Miss Smithe, Miss Thompson.

CONSERVATORY COUNCIL.

Chairman, MORRISON.

Secretary, F. G. DOOLITTLE.

Appointments: Morrison, Andrews, Carter, Sweet.

Budget: Morrison, F. G. Doolittle, Heacox.

CONSERVATORY FACULTY.

Chairman, MORRISON.

Secretary, LEHMANN.

Artists' Recitals: Morrison, Adams, Breckenridge.

Graduation: Morrison, Dickinson, Heacox, Mrs. Woodford, and other teachers of candidate in question.

The most important change in the officers of the Faculty is due, of course, to the election of Mr. Miller as Dean of College Men. It will be noticed that the offices of Registrar and Assigning Officer have been separated, and that Professor Wager has been made Registrar, and Professor Caskey, Assigning Officer.

The assignment of committee work in connection with commencement and other public occasions has been, in the light of the experience of the past year, much more carefully and thoroughly done than has hitherto been the case. New committees on general art interests and on secondary schools have been added. The former committee on substitutions has become the committee on private study and additional work; and the work of that committee so organized that the work will be done more effectively, and much valuable time saved for the Faculty.

A list of the joint committees of the Trustees and Faculty already elected on endowment and on new buildings is also printed for convenience of reference:

New Half-Million Fund: King, H. Clark Ford, I. W. Metcalf, L. H. Severance, G. W. Shurtleff, Bosworth, Root.

Chapel: King, H. H. Johnson, C. S. Mills, Doolittle, Morrison, J. R. Severance, Swing.

Administration Building: King, L. H. Severance, Doolittle, G. M. Jones, Peck, J. R. Severance, Miss Wolcott.

Library: King, Bosworth, I. W. Metcalf, Root, St. John.

Biological Science Building: King, D. P. Allen, Grover, L. Jones, Leonard, A. A. Wright.

Art Building: King, D. P. Allen, Mrs. Johnston, Martin, St. John.

Increase in Instruction Units.

The Secretary's report brings out the naturally large increase in instruction units, due to the considerably larger number of students. One of the most encouraging things evident from the Secretary's table is that some of the most difficult subjects are making largest gains. In some cases it seems clear that the desire of the professor in charge to make the very most of his department, necessitates his carrying, plainly, more hours than he ought to carry. In making any comparisons between departments, it should, of course, always be remembered, as noted in the report of last year, that certain subjects are, in the nature of the case, of such a kind as not to attract large numbers of stu-

dents. A class of moderate size in such a subject may indicate as real a success on the part of the teacher as a very much larger number in some other subject.

The increase in the number of students the present year, as compared with last year, has made necessary the forming of some *additional classes* both in German and Mathematics, and what must be considered an over-crowding of the divisions in Freshman Latin. The work in Physics, too, has been so largely elected as to necessitate some additional assistance in the physical laboratory. The situation in German will probably be fully met next year in the return of Professor Abbott, without further assistance than that already provided by the one additional instructor. But it seems probable that a little more assistance will be permanently needed in Mathematics, Latin, and Physics. The number in the required course in Psychology has also become so large as to make it seem almost imperative either that that subject should be made elective, or that provision should be made for teaching the course in much smaller sections. And the increased number in the zoölogical laboratory has made necessary the purchase of ten more microscopes for the students' use. There is a good enrollment in the class in Elementary Greek, under Mr. Lord. It will be remembered that this course is given for the first time in College the present year.

The teaching work of the College in the year past has certainly been done with efficiency and well recognized success. The President only wishes that it were possible to help the Faculty to the possibility of more individual investigation, through the lightening of the teaching hours, and through a much larger provision of the needed tools for work, in the enlargement of the appropriation for their various departments in the library.

GENERAL NEEDS.

There can be no doubt of the immediate need of the full amount of \$500,000 suggested by the Boston donor in his con-

ditional offer; and a very much larger amount could be used at once with decided advantage, as the following list of needs of Oberlin College, prepared some months ago, may indicate. This list of needs is, of course, intended to take a long look ahead; and yet it is believed that it contains no item that could not be used by the College with profit and great advantage at once.

The list looks, it will also be seen, not to the making of a university but of a college of the highest type, developing along the lines of Oberlin's present work.

It has been thought well to indicate as precisely as possible just those contributions which would bring to the highest efficiency existing lines of work. But with this strengthening of the present work, it seems to the President clear that the ample equipment and thorough endowment of a technical school would be a most wise and valuable enlargement of the work of Oberlin. It would be distinctly attractive to men, and would open another large field of influence to the College. Its ideals are needed here, as well as in the more general college education. Not less than a half million dollars would probably be needed for the successful establishment of such a school.

It seems impossible to arrange the needs in the exact order of their pressing importance; for among several of the needs it is hard to choose. But some approach to such an order is attempted in this list; though it is manifest that the clock and bell could be provided much more economically in connection with one of the buildings than in a separate tower, if not so beautifully and satisfactorily. The æsthetic contribution of a separate clock and bell tower to the life of the College would be very considerable.

It will be noticed that endowment is mentioned in connection with each building; for the provision of such endowment seems absolutely necessary if the College is to avoid deficits. It is sincerely to be hoped that donors of future buildings may be able to provide at the same time for the endowment of the building

given. The burning of the College Chapel pushes the Chapel need, of course, to the front.

1	Endowment for the Chapel itself.....	\$ 25,000 00
2	Organ for the Chapel.....	15,000 00
3	Clock and Bell Tower.....	20,000 00
4	Library Endowment	100,000 00
5	Endowment to increase salaries.....	200,000 00
6	Added Endowment for the Seminary, to meet falling rates of interest, and for merit scholar- ships	75,000 00
7	Building for the Departments of Botany, Zoölogy, Geology and Physiology, with en- dowment	150,000 00
8	Fire-proof Administration Building and en- dowment	40,000 00
9	Endowment for two graduate fellowships.....	30,000 00
10	Additional endowment for merit scholarships in the College Department.....	30,000 00
11	Additional Halls of Residence.....	100,000 00
12	A Y. M. C. A. building, to be a social center, and the center of all the men's activities, with endowment	75,000 00
13	Endowment to provide for a broad and thor- ough adjustment to professional, technical and higher commercial courses.....	150,000 00
14	Endowment to increase the work in Pedagogy..	50,000 00
15	College Hospital and endowment.....	30,000 00
16	Central Heating and Lighting Plant.....	100,000 00
17	Women's Gymnasium and endowment.....	90,000 00
18	Women's Recreation Grounds.....	5,000 00
19	Endowment for a General Lectureship.....	30,000 00
20	Endowment for the Department of Physical Education	50,000 00
21	Academy Building and endowment.....	100,000 00
22	Fire-proof Library Building and endowment...	200,000 00
23	Landscape Architect and attendant expenses...	10,000 00
24	Money for additional land needed.....	40,000 00
25	Added Library endowment.....	100,000 00
26	Added Seminary endowment.....	50,000 00
27	Endowment for increasing teaching force in College	150,000 00
28	Endowment for Academy.....	100,000 00

29	Endowment for Conservatory.....	100,000 00
30	Physical Laboratory and endowment.....	65,000 00
31	Art Building, equipment and endowment.....	40,000 00
32	Endowment for the Art Department.....	50,000 00
33	Additional General Endowment.....	200,000 00
34	Pension fund.....	100,000 00

Out of this list of needs it is difficult to choose exactly those which are most of all pressing. And yet I suppose there would be practically unanimous agreement on the part of the Faculty that it would be little short of a calamity if the College should be without a *chapel building* longer than the present year. The generous offer and arrangement by the First Church alone makes possible an even tolerable situation. But the Church is already much over-crowded, and in the nature of the case cannot furnish such a center for the college life as the Chapel would do.

The *library endowment* has been so emphasized by all the teachers in their reports in recent years, that there can be no question of its vital bearing on every department of the College. The Faculty have indicated their own sense of the critical need of the enlargement of the library, by turning all their subscriptions to the previous Half-Million Fund into the library endowment. A fire-proof *library building*, with an endowment of at least \$100,000, would probably do more than any one thing to strengthen the entire inner life of the College. In the meantime, it would seem that the appropriation to the Library for the year 1903-04, already voted, might well be increased to \$2,000.

The great need of additional *endowment to increase the salaries* of regular professors will hardly be questioned, I think, by any. In the language of one of your own number, "The expense of living has increased at least twenty per cent during the last ten years, so that for all practical purposes the salaries of the professors have been cut that amount. It seems to me that the need of an increase is very urgent, and that it should be brought about as soon as it is possible to do it and not close the year in debt."

As to the need of added endowment for the *Seminary*, reference may be made to the report of the Dean of the Seminary, and to the following careful statement of the chairman of the finance and budget committee of the Seminary, Professor Swing. In presenting this full statement of the Seminary, it should be remembered that while there have been very considerable gains in the endowment and equipment of almost every other department of the College, the Seminary has had to face a diminishing income. Professor Swing's statement follows:

"The financial situation is, however, more acute than it has been for a number of years immediately past. Attention has already been called to the fact that when the Seminary was set off seven years ago to live on a designated endowment, the rate of interest then secured was 6 per cent. It is now only $4\frac{1}{2}$ per cent. The diminution of income has caused an increasing embarrassment in the administering of the affairs of the Seminary. And, notwithstanding the fact that something like \$10,000 have been added to the endowment, and that every possible economy has been resorted to, the Seminary, from having a small surplus, is facing the fact of deficits which are growing alarmingly larger. And this in face of the fact that the Seminary expenses are less by nearly \$2,000 than they were fifteen years ago.

"When the Trustees created the office of Dean, it was no doubt wisely done; but the fact needs to be recognized that it was without any additional endowment to cover the increased expense. The action has therefore authorized the annual increase of the deficit by \$500.

"The Seminary is facing a deficit which, by next year, will be in the neighborhood of \$1,000 a year. This will prove a serious embarrassment just now, when it seems possible to push the Seminary to a larger efficiency than it has enjoyed in its recent history.

"Council Hall, also, will need to be changed from hot water to steam heat, and this change, for many reasons, should be made as soon as possible. The roof is badly decayed, having been continued for seven years past its time by temporary patching, which is continually giving way, to the damage of the rooms beneath. The building needs a thorough overhauling and renovation, which should be made in connection with the above changes. The time has come when a competent curator and janitor assistant should

be secured, to give their entire time to the suitable care of this building, which is not only the sole home of the Theological Seminary for recitation and social purposes, but for the housing of sixty young men, who use this building as a dormitory. I know of no such building anywhere in the whole educational world, that is left as is this one to such care as can be given to it by faculty supervision, for the lack of funds.

"In the judgment of the financial committee there is, therefore, need of an immediate increase of the Seminary endowment by \$50,000, simply to carry on the Seminary on its present basis, without one step taken in the way of advancement—which should itself call for the earliest possible attention by the Trustees. The Seminary can take a forward position now, if ever, and should be given the fair means with which to do it."

With reference to the *Building for Biological Science*, I can only repeat the statement of the last report, that the greatest large need, undoubtedly, of the college department in the way of material equipment, is for the long expected building for Biological Science. In this judgment I think there would be general agreement on the part of all the members of the college Faculty.

The President heartily seconds, also, all that the college Secretary says concerning the pressing need of a new fire-proof *Administration Building*. One shudders to think of the inevitable and irreparable loss which must follow a fire in the present offices. It is simply impossible, under the present circumstances, adequately to protect much invaluable material, or to make the offices count, as they ought, to their full power for the College.

The need of *endowment for two graduate fellowships* is a need easy to overlook, but, as the President has insisted for many years, one of the really most vital needs of the College, if it is to be able to have a reasonable number of candidates from its own alumni available for work on its teaching force.

Another need that is forced upon our attention by the large increase in the number of students in the last two years is fully indicated in the reports of the college Secretary and of the Dean of College Women. It seems impossible for us to control prices

and accommodations in the town to the extent that we ought, unless we can provide for a larger proportion of the students of the College in buildings of our own. New *halls of residence*, thus, seem imperatively demanded.

A beginning has been made in the direction of the work of a *Landscape Architect*, by the report of the Olmsted Brothers, which has already been manifolded and sent out to the members of the Board of Trustees. It seems desirable that at least the general outline of such a plan should be passed upon, the location of the Administration Building decided upon, and the slight further expense undertaken, that would insure the best laying out of walks for the college campus, and the indication of such trees as ought plainly to be removed, and the putting of the others into the best possible condition.

A good argument, I believe, lies behind every other need suggested. But space may be taken to speak at length of only one further need,—that of a *Y. M. C. A. Building*, to be a center of all the men's activities. I believe that Oberlin offers for such a building a really unique opportunity—an opportunity, that is, that it would be very difficult to match, in my judgment, in almost any other college. The fact that we have no fraternity houses, and no regular college dormitories for men, leaves the men really without any ordinary social centers; and gives, therefore, a very great and most valuable opportunity to a Y. M. C. A. building, if the plan is made sufficiently large. Instead of being a mere small aside, as is the case in most colleges where a Y. M. C. A. building is erected, the building here could easily become the real center of all the men's activities, and beyond all doubt, the most effective element in their social life. The usual smaller building, therefore, that is erected in many colleges for \$25,000 or \$30,000, in my judgment would simply not meet our need at all; and, moreover, would block the way to the securing of such a building as the situation really does demand.

We want a building more along the lines of Houston Hall,

at the University of Pennsylvania; a building that should contain something more than rooms for strictly Association matters, but should still be thoroughly under the control of the Y. M. C. A. We have already over five hundred men to provide for; and the building that is to be sufficient really to serve as an effective center for that number of men must of course be of some size, and provide for a variety of wants.

My thought is that the building ought to contain not only the ordinary rooms needed for the Y. M. C. A. work—such as the meeting room for four or five hundred; a secretary's office; a large parlor and reception room, with two or three smaller parlors; small class-rooms for the Bible classes; reading-room; reference library room for Bible and Association work; and a game room;—but also a convenient men's study-room, with the most important standard reference books; rooms for the men's five literary societies; a room for the Athletic Association, which should also be their trophy room, with perhaps a small committee room adjoining; a music-room that should serve as the headquarters for the College Glee Club, and have a piano in it; and a committee-room for the editors of the college paper, the *Review*. I have also wished very much that we might be able to provide in such a building something of the opportunities of a good club, in a well-run dining-room, with kitchen, pantry, etc., though this may be too much to expect. I have wished, also, that in the third story there might be enough rooms provided to accommodate perhaps twenty men, who should be the most important student-elected officers in the College, including the president, secretary, treasurer, vice-president, and chairmen of the chief committees of the Y. M. C. A.; the editor and financial manager of the *Review*; the president, treasurer, and corresponding secretary of the Union Library Association; the president of the Glee Club; the captains of the three athletic teams; and the presidents of the four college classes. This would give just enough men to insure that the building would be a real social center, and have

something of the atmosphere of a home, and would be sure to make the association building and the religious work carried on in it more effective than it could possibly be otherwise. Indeed, I think one could hardly keep the men out of such a building.

I am certain that if a plan something like this could be carried out, few buildings connected with the College could make anything like so large a contribution to the life of the Institution. We have not been doing, I think, what we ought for the men, in the direction in which this building would serve. And this building would be a great new source of strength to the entire College, especially in affecting the inner life of the men.

Departments.

For the work and needs of the several departments, so far as they have not already been touched upon, the President may simply refer to the reports of the heads of those departments; and to these reports he asks the careful attention of the Trustees.

It will be seen that the *Academy* has made very distinct gains in the line of the recommendations made by the special committee of the Trustees and by the advisory committee on the Academy, and that the Principal urges, as perhaps the most pressing present need, the appointment of a *special representative* of the Academy, to visit in person parents, teachers, and students, to insure the growth in that department which might reasonably be expected.

The work of the *College Department* is not presented separately by any special officer, and there may therefore be brought together here appropriately the particular needs mentioned by different members of the college Faculty, in their individual reports.

In addition to the needs indicated in the list already presented by the President, and in addition to the suggestions made by the Directors of the Gymnasiums, by the Dean of College Women, and by the members of the committee on the relation to

technical or professional schools, the following smaller needs may be mentioned: More *equipment* for the work of *surveying* is asked for, in order that the increasing number of students in that work may be reasonably provided for. As Mr. Cairns says in his report, "It is worth noting, in consideration of the adaptation of our work for those anticipating technical work, that one of our graduates of the past year passed, with high credits, the United States civil service examination for aid on the United States Coast and Geodetic Survey, and was almost at once appointed to a position in that work." The offering of the courses in *Spanish* and *Italian* for a year, instead of for one semester, seems desirable, as well as the further division of the classes in *Latin*. This last change would probably require the full time, instead of part time, of an additional instructor for the Latin. Professor Jewett calls attention to the need of the department of *Chemistry* for the entire space in the laboratory, making it necessary that the other departments partially accommodated there should go elsewhere; and to the need of some additions to the mineralogical collection for the classes in *Mineralogy*.

The definite recommendations of the Council for the present and the ensuing year will be presented to the Trustees in connection with the report of the budget committee.

HENRY CHURCHILL KING.

Reports of Officers.

Report of the Secretary.

To the President:

Sir: I have the honor to submit herewith my fifth annual report as Secretary of Oberlin College, covering the year 1902-03.

That portion of my work which includes correspondence with prospective students and the arrangement of their admission credits grows in volume each year. There are many incidental pieces of work which come to this office, which take considerable time, but it has been my deliberate judgment that the correspondence with new students should have precedence over the other calls. The office correspondence is heaviest in the month from August 15 to September 15 each year. During that period last summer I found it necessary to employ a number of additional clerks. The office force numbered seven during most of that time. By thus increasing the force we were able to give satisfactory attention to the letters, and for the first time since I began the work of Secretary I have felt that the letters and inquiries which came to my office were attended to with sufficient promptness.

Since the middle of February this office has been located in the Powers House at 122 West College street, a suite of rooms on the second floor being assigned for our use. On the night of the Chapel fire, practically everything was carried out from the offices in the Chapel, with the exception of a small card list containing the names of about five hundred students whom I considered most probable candidates for admission to the College for the succeeding fall. The loss of this card catalogue handicapped our work somewhat, but we were able to replace it in part by rereading the letters on file in the correspondence cases. Much inconvenience was caused by the destruction in the Registrar's office of the entrance certificates which showed the details of admission credits for those who had entered as students in Oberlin during the last two or three years. Many of the papers have since been replaced, but in a few instances it has been prac-

tically impossible to secure new records. The house at 122 West College street seemed better located and better adapted for temporary office purposes than any other building considered by the Prudential Committee. But the danger from fire, so far at least as my office is concerned, is so great that a new fire-proof administration building ought to be undertaken immediately. With my office situated where it is there would be no chance to save the contents if a fire should get well started. The material in the office is such that it cannot be moved down to the Treasurer's vault each evening. High school students have written to me from time to time, stating that they would not be able to come to Oberlin in the fall of 1903, but that they hoped to come in the fall of 1904 or in the fall of 1905, and these letters are carefully preserved and card memoranda are made to enable us to send catalogues and letters at the proper time. I have found that when students indicate a desire to attend a college at some future time they do not like to have the college forget them. A fire in the present office building would destroy not only some records of former students which can only be replaced with great difficulty, if at all, but would seriously interfere with plans for securing new students for the coming years.

It should be added that the temporary office is inadequately heated in winter. Even in the comparatively mild weather of late October and early November, we are finding it impossible to get a temperature of more than 55 or 60 degrees, and it has not seemed wise to install a larger furnace. During a considerable portion of the year, but especially in the summer, the office is overcrowded, and it is almost impossible to properly conduct the office business. The need is urgent for this office for adequate quarters in a fire-proof building with full equipment for preserving the records and conducting the correspondence which comes to the office.

The card catalogue of former students, which was begun three years ago, has been brought down to the year 1867, but work on this has been stopped owing to the insecurity of the office. With such a fire risk as we are facing, it has not seemed to me worth while to increase the quantity of the record matter here stored.

The "Bulletin of Oberlin College," issued bi-monthly, included last year the Annual Reports (two editions), the preliminary edition of the Catalogue, the final edition of the Catalogue, the Necrology Record for the year, and a pamphlet containing the revised statement of requirements for admission to the College Department.

The Catalogue was issued in two editions. The first edition

appeared in February, and was used largely for distribution to high schools, high school teachers, and prospective students. The second edition of the Catalogue, which we had hoped to issue in May, was delayed because of inadequate printing facilities, and did not appear until August 10th. The final edition was of great service, however, during the remaining weeks of the summer campaign, and there are enough copies on hand at the present time to supply the requests for catalogue information which may be received during the remainder of this calendar year. It is planned to issue the Catalogue for the coming year in two editions, the first edition to appear about January 1st and the second to appear about June 1st. In many cases the high school students reach their decisions as to the place of college study during the winter months from January to March. The preliminary edition of the Catalogue ought to accomplish and does accomplish much in securing a consideration of the attractions of Oberlin.

Several thousand copies of the illustrated descriptive pamphlet were burned in the Chapel fire. It seemed wise to issue a new edition of the pamphlet without much change in the reading matter, but with a large number of new half tone cuts. The new pamphlet was received early in July, and it proved of great value in the summer work. These illustrated pamphlets are issued in large editions of 10,000 copies each, at a cost of about three cents a copy. We find that we can distribute five thousand of them each year to good advantage.

The correspondence which I have had with young men during the last five years has led me to believe that it would be a very desirable thing to have a technical department in Oberlin College. If adequate endowment could be secured, a thoroughly good school of engineering could be started. Such a school would have a tendency to restore the equilibrium of the sexes in Oberlin. It would mean much for those young men who pursue engineering courses to be able to take their work in Oberlin, enjoying the benefit of daily contact with students pursuing courses in the liberal arts and in music. The Trustees are probably aware of the arrangement, now in force between Western Reserve University and Case School of Applied Science, whereby young men spend three years in Adelbert College and two years in Case School, receiving at the end of five years the degree of A. B. from Western Reserve University and S. B. from Case School. The wisdom of a five-year combination course may not yet have been satisfactorily demonstrated, but if a technical

school should be opened in Oberlin, a wise arrangement could certainly be made leading to the combination degree in **six** years. The arrangement above referred to, for granting both degrees after five years of work, would be open to the objection that the number of liberal art courses which a student could take in addition to those of strictly technical nature would not be as great as has heretofore been expected from those upon whom Oberlin has bestowed her degree of Bachelor of Arts. That some provision should soon be made whereby engineering courses may be offered in Oberlin in combination with the work of the College Department seems to me to become more urgent each year. It will be a very desirable preliminary step toward this great end if the Trustees can see their way clear at this meeting to make an appropriation for the erection of a building equipped for shop work, as recommended by Dr. St. John.

My correspondence of recent years and especially of the last few months leads me to believe further that it would be wise for the College to erect additional halls of residence for young women. Oberlin needs another hall like Talcott Hall and another like Lord Cottage. It has seemed to me that there has been an unreasonable and undesirable increase in the rates charged at the private boarding houses in the village. This increase has come about largely because the College does not accommodate in its own halls a sufficiently large proportion of the young women of the institution to really control the rates charged throughout the village. The rate charged at the present time at Lord Cottage is \$3.50 a week and at Talcott Hall the rates range from \$4.25 to \$4.65 a week. These figures include room, board, heat and light. If Oberlin has a call to provide accommodations for any class of young women, it is for those in moderate circumstances who can afford to pay from \$3.50 a week to \$4.75 a week, and I hope that additional accommodations can be provided for such young women. Good colleges at which the prices range from \$6 to \$8 a week are sufficiently numerous to provide for the young women of the country who can afford to pay such rates, but it seems very desirable to have the scale of rates maintained in Oberlin at the moderate level where they have been for so many years.

Early in September after the greater portion of the correspondence for the year had been completed, I mailed a final circular letter to a number of hopeful cases and in the letter used the following sentence: "It is desired that the College Department shall continue to increase until it numbers from 700 to 800 students." I pre-

sume that I had no formal authority for saying that the College desires a College department of 800, but as I have studied the situation, I have become convinced that a College Department of that size can be secured in the course of a few years. If the present advertising methods are continued and somewhat increased, a College Department of 800 or even 1,000 can be quickly attained. If such a large College Department is *not* desired by the Faculty and Trustees, the Secretary can wisely give less of his attention to correspondence with prospective students, or the office of Secretary can even be abolished altogether. But if the increased numbers are desired and the Trustees wish to have the work of my office continue along the present lines, several important facts should be faced at once:

(1) A College Department of 800 or 1,000 students would require that additional recitation rooms be secured either in a new college recitation building or by the enlargement of Peters Hall.

(2) Such a College Department would necessitate added expenses for salaries of instructors. Already in many of the classes, as in the subjects of languages, mathematics, and history, where the *recitation* method is employed, there are often from thirty-five to sixty students in a class. If the Faculty and Trustees desire a larger number of students, there should be a willingness to provide sufficient teachers to enable all instruction, except, perhaps, in lecture courses, to be given in sections of thirty-five or less.

(3) Provision should be made for a hall which shall be the center of the social life of the men. Such a building might wisely contain a dining hall to accommodate three hundred or more men, to be conducted like Randall Hall at Cambridge. There might also be provided in the same building attractive dormitory accommodations for a considerable number of men. Many Oberlin students who have taken graduate courses in eastern universities after leaving Oberlin have told me that in their judgment Oberlin's greatest need is for a better opportunity for the men to become acquainted with the other men of the institution. The opportunities for acquaintance between the young men and the young women are sufficient, but it is certainly true that the young men do not have adequate opportunities for becoming well acquainted with each other. A large building containing attractive parlors, committee rooms, game rooms, and rooms for Y. M. C. A. purposes, and also containing adequate dining facilities and sleeping apartments as above suggested, would greatly aid in meeting this need. So far as the good of the

College is concerned I place this need ahead of that of a new chapel, a new Science building, and even of a new administration building.

The statistics which follow cover the points usually treated in my report.

OFFICERS AND TEACHERS.

The officers of instruction and government for the College year of 1902-03 were as follows:

Professors	33
Emeritus Professor	1
Associate Professors	3
Instructors	23
Tutors, Teachers, and Laboratory Assistants.....	17
Librarians and Library Assistants	5
Gymnasium Directors and Assistants	4
Administrative Officers and Clerks.....	10
Total	<u>96</u>

This does not include non-resident lecturers. The total is the same as last year.

DEGREES CONFERRED.

The following degrees were conferred during the year 1902-03:

In Course:	Men.	Women.	Total.
A.M.	2	3	5
A.B.	45	57	102
D.B.	9	0	9
	<u>56</u>	<u>60</u>	<u>116</u>
Upon Completion of Prescribed Work:			
A.M.	2	2	4
A.B.	1	1	2
	<u>3</u>	<u>3</u>	<u>6</u>
Honorary:			
Mus. D.	1	0	1
Mus. M.	0	1	1
	<u>1</u>	<u>1</u>	<u>2</u>

In addition to the preceding, eight diplomas were granted to graduates of the Conservatory of Music, two to graduates from the Slavic Department of the Theological Seminary, and seven to gradu-

ates of the Normal Course in Physical Training for Women. Six of the seven graduates from the Physical Training Course received at the same time the A.B. degree for the completion of work in the College. The other graduate from the Physical Training Course already held the degree of A.B. from Mount Holyoke College.

The aggregate of all degrees and diplomas was 141. The corresponding number for 1899-1900 was 122, for 1900-01 was 100, for 1901-02 was 102.

GENERAL ENROLLMENT 1902-03.

The enrollment of students for the College year of 1902-03, as published in the final edition of the Catalogue last June, reached a total of 1509. In this total were counted all students who had been in attendance at any time during the year. In the Summer School of 1902 there were enrolled 23 students whose names were not found elsewhere in the year's enrollment, and they were included in the above total. The following table shows the number of students in each department, with the corresponding figures for the three preceding years:

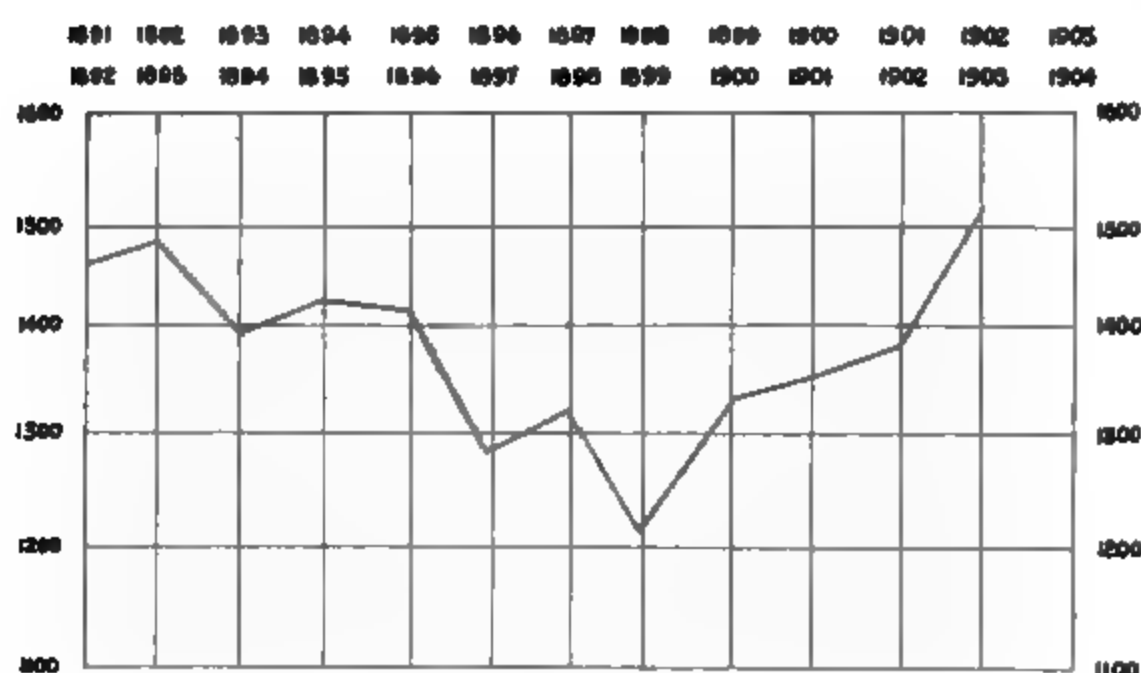
	1902-03			1901-02			1900-01			1899-1900		
	Men.	Women.	Total.	Men.	Women.	Total.	Men.	Women.	Total.	Men.	Women.	Total.
The College.....	267	311	578	242	257	499	197	231	428	190	227	417
The Seminary.....	35	0	35	35	0	35	47	2	49	38	2	40
The Academy.....	175	155	330	136	134	270	190	148	338	198	139	337
The Conservat'y of Music	68	462	530	88	413	501	79	388	467	74	382	456
Drawing and Painting...	2	11	13	4	46	50	4	34	38	8	19	27
The Summer School.....	9	14	23	11	16	27	15	22	37	16	24	40
*Phys'l Tra'g for Wom'n	[-]	[25]	[25]	[-]	[-]	[-]	[-]	[-]	[-]	0	6	6
	556	953	1509	516	866	1382	532	825	1357	524	799	1323

* It is to be noted that since 1900 the students in the course in Physical Training for Women have been included in the totals for the College Department.

Of the 1509 students enrolled last year, 1468 came from 41 states and territories in the United States and 41 came from 11 foreign countries. The state of Ohio furnished 756 students, slightly more than 50 per cent. of the whole number. The other states which sent the largest number of students were as follows: Illinois, 130; New York, 77; Iowa, 76; Pennsylvania, 75; Michigan, 61; Indiana, 49.

The variation in enrollment during the last decade may be seen at a glance by reference to the chart printed below. The minimum was reached in the year 1898-99, when the total was 1,208.

THE ENROLLMENT IN OBERLIN COLLEGE FOR THE LAST TWELVE YEARS.



The number of students in the institution during the year 1902-03 was larger than for any previous year in the history of the College, with the exception of 1892-93. During that year the enrollment reached a total of 1,492, without counting any summer school students, as compared to 1,486, omitting Summer School students, last year.

	1902-03	1892-93
The College	578	394
The Seminary	35	86
The Academy	330	550
The Conservatory of Music	530	450
Drawing and Painting	13	* 12
*Physical Training for Women	[25]	—

*Now included in the total for the College Department.

STUDENTS FROM OHIO.

The proportion of Oberlin students who come from the state of Ohio has remained very nearly constant for the last seven years:

Year.	Total.	Total from Ohio.	Per Cent. from Ohio.
1896-97	1283	645	$50^{27}/_{100}$
1897-98	1310	680	$51^{21}/_{100}$
1898-99	1208	603	$49^{52}/_{100}$
1899-1900	1323	659	$49^{21}/_{100}$
1900-01	1357	682	$50^{25}/_{100}$
1901-02	1382	689	$49^{25}/_{100}$
1902-03	1509	756	$50^{10}/_{100}$

THE NUMBER OF MEN IN OBERLIN.

The relative number of men in the entire institution has suffered other loss, as shown in the following table:

Entire Institution—

	Number of Men.	Total Enrollment.	Percentage.
1898-99	477	1203	$39^{40}/_{100}$
1899-1900	524	1323	$39^{21}/_{100}$
1900-01	532	1357	$39^{20}/_{100}$
1901-02	526	1382	$37^{25}/_{100}$
1902-03	556	1509	$36^{25}/_{100}$

In the College Department the relative number of men has greatly increased during the last five years, although there is a decrease for 1902-03 as compared with the preceding year.

College Department—

Year.	Number of Men.	Total Enrollment.	Percentage.
1898-99	179	419	$42^{72}/_{100}$
1899-1900	190	417	$45^{56}/_{100}$
1900-01	197	428	$46^8/_{100}$
1901-02	242	499	$48^{60}/_{100}$
1902-03	267	578	$46^{19}/_{100}$

In this connection it is of interest to compare the number of men in Oberlin during the year 1902-03 with the corresponding number for 1892-93.

	1902-03.	1892-93.
The College	267	205
The Seminary	35	86
The Academy	175	318
The Conservatory of Music	68	74
Drawing and Painting	2	0
The Summer School	*9	—
	556	683

* Excluding those enrolled elsewhere.

ENROLLMENT FIGURES—FALL 1903.

While this report is supposed to cover the college year of 1902-03, it has seemed best to present also a statement of the enrollment for the Fall term of the present year, corrected to the date of issue of this report [November 7, 1903]. To the figures for this year have been added the corresponding statistics for the last six years.

	Fall 1903.	Fall 1902.	Fall 1901.	Fall 1900.	Fall 1899.	Fall 1898.	Fall 1897.
The College—							
Post-graduate	13	13	5	5	7	4	8
Seniors	99	103	81	67	79	86	87
Juniors	110	102	86	83	67	76	63
Sophomores	139	139	117	97	89	94	89
Freshmen	220	174	163	142	127	118	126
College Specials	40	42	24	27	28	24	27
	621	573	476	421	397	402	418
The Seminary	35	34	30	43	34	36	52
The Academy.....	279	285	242	285	289	286	362
The Conservatory of Music.....	456	395	386	353	351	293	314
Drawing and Painting	11	14	38	27	27	13	9
* Physical Training for Women.....	[—]	[]	[—]	[]	6	14	13
	1402	1301	1172	1129	1104	1044	1167

* Since 1900 the students in the course of Physical Training for Women have been included in the total of the College Department.

In view of the increase in the number enrolled in the fall term, 1903, as compared to that of the fall term of 1902, and bearing in mind that last year's *total* enrollment was within 6 of the largest in the history of the institution, it seems entirely safe to state that the year upon which we have entered will establish a new enrollment record. It will be seen from the preceding table that the fall term, 1903, shows an increase of 101 over the fall term, 1902. On this basis, the total for the entire year of 1903-04 will probably easily reach 1,600.

It should be noted that although there is an increase of 48 in the total enrollment in the college department this fall, there is an increase of only 5 men, as compared to an increase of 43 women.

NUMBER OF COLORED STUDENTS IN OBERLIN.

The Commissioner of Education, at Washington, requires a report each year of the number of colored students in the institution. The following report covers the year 1902-03:

	Men.	Women.	Total.
The College	10	8	18
The Academy	8	13	21
The Theological Seminary	1	0	1
The Conservatory	2	11	13
Drawing and Painting	1	0	1
	<hr/> 22	<hr/> 32	<hr/> 53

Colored students formed 3½ per cent of the total enrollment.

Analysis of College Enrollment.

1902-03.

The following table shows the number of students who studied in the College Department in former years, as well as those who entered the College Department for the first time:

	Men.	Women.	Total.	Per c. of Whole No.
In College Department, last year.....	156	163	319	55.2
In College Department, in former years.....	11	17	28	4.8
In Academy Department, last year.....	31	36	67	11.6
In Academy Department, in former years.....	2	0	2	.3
In Theological Seminary Department, last year.	1	0	1	.2
In Conservatory Department, last year.....	9	3	3	.5
New Students, never before enrolled in Oberlin.	66	92	158	27.4
	<hr/> 267	<hr/> 311	<hr/> 578	<hr/> 100.

From the preceding table it will be seen that 231 students, representing 40 per cent. of the total enrollment, were new students in the College department, while 60 per cent. of the students had studied in the College either during the preceding year or previously. The percentages shown above do not vary appreciably from the corresponding figures for 1901-02.

From the above table it appears that 156 men and 163 women who had been in the College department during the year 1901-02 returned for the year 1902-03. The report for 1901-02 shows that the total enrollment in the College department for that year was 242 men and 256 women. Of this number 40 men and 40 women completed the courses required for graduation. From this it appears that 46 men and 53 women who were enrolled in the College department in 1901-02 did not return to complete their college work. There are losses of this character in every college, but the net loss of 99 students out of a possible total of 418 seems to me to be so large as to be worthy of serious consideration. I do not believe that this loss of 23.6-10 per cent. is larger than has been experienced in Oberlin College in former years. It may not be even as large as former losses, but it is larger than is desirable. It seems to me to be worth our while to find out what the most important reasons are for the failure of our students to return to complete our courses. From my experience in this office during the last five years, I should say that the two reasons most commonly given for the failure of our students to return are (1) the desire to take technical courses not offered in Oberlin, and (2) the inability of the students to meet the expenses necessary for college work. To these two may be added a third reason, a reason which seems to me to grow more in weight each year, viz.: dissatisfaction with the inadequate social life of the men of this institution. It should be added that many of those who drop their college work because of lack of money find it possible later to resume their college work here. Twenty-eight students returned during the year 1902-03 who had previously studied in the College department and had dropped out for one reason or another.

It is my plan to write to all students who were enrolled in the College department during the year 1902-03 who have not returned this fall, asking for statements of the reasons which have influenced them. The answers to these inquiries will be tabulated, and the results will be presented to the Trustees in my next report.

Classification of New Students.

The 231 new students who were admitted to the College department were classed as follows:

	Men.	Women.	Total.
Admitted as Post-graduates.....	0	1	1
“ “ Seniors	4	2	6
“ “ Juniors	3	6	9
“ “ Sophomores	6	8	14
“ “ Freshmen	78	90	168
“ “ Specials	9	24	33
	<hr/> 100	<hr/> 131	<hr/> 231

In addition to the 168 new Freshmen shown in the preceding table, there were 8 others whose names were listed in the Freshman Class, who were Freshmen the year before, and failed to advance to the Sophomore Class. The total number of all Freshmen as shown in the catalogue was 176.

Thirty new students were admitted to higher rank than that of Freshman. Twenty-three of these came from the following colleges and universities:

Albany Normal School, N. Y.
 Berea College, Ky.
 Bethel College, Kans.
 Butler University, Ind.
 Carleton College, Minn.
 Central College, Ind.
 Denison University, Ohio.
 Findlay College, Ohio.
 Geneseo Collegiate Institute, Ill.
 Indiana University, Ind.
 Mount Holyoke College, Mass.
 Ohio State University, Ohio.
 Ohio Wesleyan University, Ohio.
 Pomona College, Cal.
 Syracuse University, N. Y.
 Union Christian College, Ind.
 University of Chicago, Ill.
 University of Michigan, Mich.
 Western Reserve College for Women, Ohio.
 Westminster College, Pa.
 Wittenberg College, Ohio.
 Yankton College, S. D.

Three students who were enrolled the previous year in Oberlin Academy were able to enter as Sophomores. It frequently happens that students who do not present credits enough to secure the Freshman classification are ranked as Academy students with advanced credits, and by doing extra work for a year are able the next year to secure the classification of Sophomores with conditions. Especially is this possible where the student remains in Oberlin for work in the Oberlin Summer School.

One student, from the Rayen High School, of Youngstown, was admitted to the rank of Sophomore by reason of an extra amount of preparatory work done in a five-year high school course.

Two students who had studied in Oberlin Academy in former years were able to secure advanced rank because of further study in normal schools. One man secured rank as a Junior who had completed the course in the Oberlin Theological Seminary.

The New Requirements for Admission to the College Department.

With reference to the new requirements for admission to the College Department which took effect in the fall of 1901, the experience of another year confirms the belief that these requirements are working satisfactorily.

There were 231 new students admitted to the College Department during the year 1902-03. Of this number 30 were admitted to advanced standing, leaving 201 who received classification as Freshmen or College Specials.

Owing to the loss of admission papers in the Chapel fire, I have not been able to study the entrance credits of the 33 students admitted as "Special students," nor of 4 of the students admitted as Freshmen who were enrolled in the College for only a portion of the fall semester. I have carefully examined the credits of the remaining 164 new students who were admitted to the classification of Freshmen in September, 1902. It has not seemed wise, however, to present the results of this study in as much detail as was given in the report for last year. Some of the items which are presented in the following paragraphs may be worthy of note.

Amount of Entrance Credits of the Freshmen.

The table of percentages which follows shows roughly, (1) students who were conditioned at entrance, (2) the students who exactly met the admission requirements, and (3) the students who entered with more than 15 units of credit. A "unit" of work for entrance comprises four recitation hours a week for one year, and five periods of forty-five minutes each will be accepted as an equivalent.

	1902-03	1901-02
57 students presented between 14 and 15 units....	34.7%	32.3%
28 " " 15 units	17.1 "	18.4 "
38 " " between 15 and 16 units....	23.2 "	17.9 "
41 " " more than 16 units.....	25. "	31.4 "
<u>164</u>	<u>100</u>	<u>100</u>

Subjects Presented by Freshmen.

History. Only four students failed to meet the minimum requirement of one unit in the subject of history. Such students are required to elect work in history in the College to make up the deficiency. Forty-four students presented the minimum, one unit, and the remaining 116 students presented more than one unit. Of these 11 presented three units.

Mathematics. The full requirement of three units was presented by 130 out of 164 candidates. Of the 34 students who were admitted with conditions in mathematics, 26 were conditioned a half unit in either Algebra or Geometry, and 8 were conditioned a full unit in these subjects. Conditions in mathematics are made up by enrollment in classes in Oberlin Academy. Of the 55 students who entered the College from Oberlin Academy, 22 had anticipated the subject of Freshman mathematics by electing it while enrolled in the Academy department.

Latin. The minimum requirement is two units. Three students presented no Latin, and five others presented less than the minimum. Ten students presented two units. The preference of the Committee on Admission is that students should present four units in the subject of Latin, and 82 students (exactly 50 per cent.) presented this amount of Latin. Where students present less than two units of Latin they are required to elect work in Oberlin Academy to meet this minimum. Where the student presents more than two units, but less than four units, the Committee urges, but does not require, the election of Academy courses in Latin.

Greek. Greek is optional and the number of applicants who present Greek is small, being 63 out of 164, 38.2-10 per cent., a slight gain over last year. The gain comes largely from that portion of the Freshmen who enter from Oberlin Academy. Only 28 per cent. of the students who entered from outside schools presented Greek.

German. German is optional. Some German was presented by 104 of the candidates, the per cent. being 63.4 per cent.

French. French is optional. It was presented by only 29 of the 164 applicants.

Science. The minimum requirement in science is one unit. It is recommended that applicants present at least one science course which has covered a complete year, submitting satisfactory laboratory books, but we still allow credit for term courses and half-year courses. All of the candidates presented some work in Science, although there were four who did not present as much as one unit. These students are required to elect science work, either in the College or in the Academy, sufficient to balance

the entrance deficiency. There were 28 students who presented the minimum of one unit. Two units were presented by 38 students. The whole amount of Science presented for admission is increasing and the quality of the work is better each year.

English. More than 93 per cent. of the applicants, 153 out of 164, met the full requirement for three units in the subject of English. Of this number nine students received credits slightly in excess of three units, in consideration of unusually good preparatory work in which the study of English covered four full years. Eight applicants were admitted with one-half unit of deficiency, and three received conditions of a full unit.

The Committee on Admission.

The Committee on Admission has been somewhat perplexed with reference to credits due to students whose work has seemed to aggregate more than the requirement of 15 units. In many cases additional subjects have been carried by high school students and the certificates have seemed to merit considerable extra credit. There is the opposing consideration, however, that by increasing the number of subjects carried in the high school the student probably diminished the amount of worthy work in each subject. In the case of one student who enrolled in Oberlin in the fall of 1901, the certificate seemed to justify credits aggregating $18\frac{1}{2}$ units, sufficient to give the applicant classification as a Sophomore. The work of this particular student has not been such as to confirm the Committee in the wisdom of its action. It seemed wise therefore to pass the following vote, that "from and after September, 1903, not more than 16 units of admission credits will be granted to any student whose high school work has covered only four years in time." If the student has taken a fifth or post-graduate year in the high school, this rule will not prevent the Committee from granting such additional credits as are due. There is also this understanding with reference to the new rule, that if the student thinks more credit should be allowed than 16 units he has the privilege of taking examinations for extra credits. Under the new rule, the excess of one unit is credited as equivalent to six semester hours of College credit, thereby giving the student a slight margin after coming into the College department, but not presenting to him so much College credit as to cause him to try to graduate in three years or in three years and a half.

The Freshman Electives.

Beginning with the year 1901-02 a new vote went into effect concerning the work of the Freshman year. Mathematics, English Composition, and Bible, aggregating 7 hours, were continued as absolute requirements, and the remainder of the work was to be chosen from a limited group of subjects known as Freshman electives. The Freshmen were asked to elect two of the following subjects—Greek, Latin, German, French, and Biological Science. The science could be either Zoology or Botany. No student was allowed to elect both beginning German and beginning French.

The results of the elections of 152 of the Freshmen, during the first semester of 1902-03, are shown in the following table, to which are also added for reference the elections of 149 students last year:

	1902-03.	1901-02.
Freshmen Latin and beginning German.....	8	10
“ “ advanced “	22	23
“ “ beginning French.....	12	3
“ “ advanced “	6	5
“ “ beginning Greek	4	6
“ “ advanced “	14	26
“ “ Science	3	3
Academy Latin and beginning German.....	4	2
“ “ advanced “	13	6
“ “ beginning French.....	5	0
“ “ advanced “	5	3
“ “ advanced Greek	3	5
“ “ Science	3	1
Advanced Greek and beginning German.....	2	1
“ “ advanced “	0	6
“ “ beginning French.....	0	1
“ “ advanced “	1	2
Advanced German and beginning French.....	11	8
“ “ advanced “	3	4
“ “ Science	13	17
“ “ beginning Greek	1	0
Beginning German and advanced French.....	0	2
“ “ Science	9	5
“ French and Science.....	5	10
Advanced “ “	4	0
Beginning Greek and Science.....	1	0
Irregular, not considered in this study.....	12	16
	164	165

It will be seen that 102 students elected Latin, 67 per cent., as compared to 62 per cent. last year.

The least desirable combinations in the above table are those which combine beginning courses in German, French, and Greek, with electives in Science—least desirable because they involve dropping the language or languages which the student presented for admission credits. The recommendation of the College officers is uniformly for the continuance in College of subjects presented for entrance. There were 15 students who elected these least desirable combinations, but seven of this number presented only one language (Latin) for admission, and dropped it to take up modern language work.

Ninety-two students presented two languages for entrance. Of this number, 42 elected the same languages; 31 dropped one of the original languages to take up a third; 14 dropped one of the languages to take work in Sciences; and 5 dropped both languages, electing in their place a third language and a course in Science. Thirty-four students presented three languages, and of this number 23 continued two of them; 7 continued one of the languages and elected Science; 2 continued one of the languages and elected the fourth language; and three dropped all three languages presented for entrance and elected the fourth language and Science.

Two students presented four languages for admission to the College, and elected two of them in the Freshman year.

Statistics of Instruction in the College Department, Year of 1902-03.

As used in the following table, an "Instruction Unit" means the instruction furnished to one student in which recitations are held once a week for one semester—in other words, an "Instruction Unit" represents one student in a one-hour course for one semester. To illustrate—a five-hour course in Political Economy enrolling 55 students is here counted as representing 275 instruction units; a three-hour course in Surveying, enrolling 10 students, represents 30 instruction units. The table which follows shows the instruction furnished during the year 1902-03, and I have added for comparison the corresponding figures for the three preceding years.

Departments.	Total Classes or Sections.	Hours of Teach- ers' Time.	Students.			Total Instruc- tion Units, 1902-03.	Total Instruc- tion Units, 1901-02.	Total Instruc- tion Units, 1900-01.	Total Instruc- tion Units, 1899-1900.
			Men.	Women.	Total.				
Anatomy.....	1	9	4	8	12	36	24	0	0
Astronomy.....	2	4	11	2	13	27	48	36	116
Bible, Theol. and Evidences..	5	11	155	216	371	757	679	338	589
Bibliography.....	3	6	9	25	34	68	14	92	0
Botany.....	7	61	28	38	66	172	187	381	383
Chemistry and Mineralogy...	8	85	149	99	248	1212	960	533	413
Classical Archaeology.....	2	3	10	62	72	108	179	290	323
Economics and Sociology.....	9	24	177	70	247	696	650	621	795
English Composition.....	18	24	374	475	849	1241	848	691	1172
English Literature.....	10	26	160	409	569	1434	1241	934	
French.....	18	42	98	230	328	866	902	839	733
Geology.....	3	12	20	29	49	167	178	160	103
German.....	18	54	157	223	380	1208	1082	880	791
Greek.....	8	26	54	72	126	425	477	573	705
History.....	16	40	255	308	563	1523	1419	1242	587
Italian.....	0	0	0	0	0	0	0	10	0
Latin.....	17	51	125	297	422	1276	1058	1105	1011
Mathematics.....	20	68	297	193	490	1798	1715	1393	1171
Oratory.....	7	18	97	25	122	323	432	305	295
Philosophy and Pedagogy.....	11	37	200	203	403	1340	1042	984	979
Physical Training (for credit)	10	36	148	175	323	323	0	0	0
Physics.....	8	24	44	4	48	418	335	327	250
Physiology.....	1	5	8	17	25	125	130	0	272
Spanish.....	1	4	6	3	9	36	0	0	17
Zoology.....	8	65	93	84	177	598	514	227	291
Totals.....	211	735	2679	3267	5946	16177	14114	11961	10996

The column marked "number of teaching hours" includes all the time spent by the teachers, whether in class room recitations or in laboratory instruction.

In the two semesters of 1902-03, there were 211 classes. The total enrollment of students in these classes was 5,946, the average being slightly more than 28. The corresponding figure for 1901-02 was 25.

A gain of nearly 15 per cent. in the total amount of instruction furnished by the College was to be expected, corresponding to the gain of that amount in the enrollment of the College department. In some departments, however, there have been increases far in excess of the normal 15 per cent.

above mentioned. The greatest increases in the amount of instruction furnished were as follows :

English Composition	46	per cent.
Philosophy and Pedagogy	29	"
Chemistry and Mineralogy	26	"
Physics	25	"
Latin	20	"
Zoology	16	"
English Literature	15	"

The amount of instruction furnished in Economics and Sociology, German, Bible and Theology, History, and Mathematics showed slight gains over last year. There were slight losses in Botany, French, Geology, and Greek, and decided losses in Classical Archæology and in Oratory.

In comparison with the corresponding figures of three years ago (1899-1900) there are the following striking increases in the amount of instruction furnished :

In Chemistry and Mineralogy, a gain of.....	193	per cent.
In History, a gain of.....	177	"
In English Composition and Literature, a gain of....	128	"
In Zoology, a gain of.....	105	"
In Physics, a gain of.....	67	"
In Mathematics, a gain of.....	54	"
In German, a gain of.....	53	"

The gain in enrollment of students in the College department during the same period of three years was 38 6-10 per cent.

Instruction Given in Oberlin Academy, Year 1902-03.

The instruction furnished in Oberlin Academy during the year 1902-03 is shown in the table which follows. The Academy is still on the term plan and the table is figured accordingly. An Academy instruction unit means the instruction furnished to one student in a one-hour course for *one term*. It represents two-thirds of a College instruction unit.

The total number of different classes taught in the Academy during the year was 149, and the enrollment in them was 3,407, an average of 23 to each class.

There was a large increase in English, Latin, Mathematics, and Physics.

was a slight decrease in German and History, and a considerable in Greek.

	Number of Classes.	Number of Teaching Hours.	Students.			Academy Instruction Units. 1902-03.	Academy Inst-uction Units. 1901-02.
			Women.	Men.	Total.		
.....	14	14	317	256	573	573	570
.....	29	112	395	393	788	3022	2309
.....	11	55	36	140	176	840	545
.....	8	40	115	149	264	1320	1460
.....	8	40	110	47	157	785	1045
.....	6	24	33	51	84	336	376
.....	30	145	321	309	630	3040	2520
atics	25	102	345	213	558	2012	1380
.....	3	6	31	27	58	116	91
(Physics).....	15	69	79	40	119	476	184
als.....	149	607	1782	1625	3407	12520	10480

Respectfully submitted,
GEORGE M. JONES.

Report of the Librarian.

To the President:

Sir: I hereby submit the report from the library for the year 1902-03.

GROWTH OF THE LIBRARY.

At the beginning of the year the library possessed 54,785 bound volumes and 33,878 unbound volumes, a total of 88,663. During the year 3,833 bound volumes were accessioned, and 1,292 unbound volumes were catalogued without accessioning, making the total September 1, 1903, 58,618 bound volumes, and 35,170 unbound volumes, a total of 93,788.

While the number of bound volumes added is somewhat less than the average for the past three years, it is above the number which had been added in any year previous to that time. The following table shows the addition of bound volumes by college years since 1893-94:

1893-94.....	3,752	1898-99.....	1,143
1894-95.....	2,593	1899-1900.....	4,002
1895-96.....	2,083	1900-01.....	4,689
1896-97.....	1,924	1901-02.....	5,391
1897-98.....	2,313	1902-03.....	3,833

Besides the accessioned and catalogued volumes and pamphlets given above, the library has many collections not yet entered on our records, or in any way catalogued. To get a more complete statement of the extent of the collections possessed by the library, the following table is given:

CONDITION OF THE LIBRARY SEPTEMBER 1, 1903.

	Bound Volumes.	Unbound Volumes.	Total.
Accessioned and catalogued.....	58,618	35,170	93,788
Waiting, not yet accessioned or catalogued..	1,750	18,000	19,750
Volumes of newspapers, temporary bindings		1,200	1,200
Maps and charts		2,500	2,500
Total.....	60,368	56,870	117,238

Even this considerable total of 117,238 does not indicate the sum of the individual items which the library possesses, for there

are coins, medals, paper money, broadsides, photographs, manuscripts, and the like, which have never been counted, together with a collection of more than 25,000 duplicate volumes, pamphlets, periodicals and newspapers. Probably more than 150,000 individual articles are in charge of the library staff.

ADDITIONS OF THE YEAR.

The 3,833 volumes added during the year came from the following sources:

By purchase.....	1,013	volumes
By gift and exchange.....	2,820	"

The largest and most important addition of the year, referred to briefly in my last Annual Report, was the gift of more than 1,000 volumes from the library of the late Professor Joseph Henry Thayer, of Harvard Divinity School, presented in behalf of his family by Miss Grace C. Thayer, Cambridge, Mass. This gift was one of very great value and, because the greater part of the books were the older and less easily obtainable works, it supplemented our library in a very unusual way, filling out the gaps in the older literature, both in the New Testament and in classical Greek.

From E. A. West, of Chicago, a member of the Advisory Committee of the library, came gifts of money to enable the library to purchase the "Dictionary of National Biography" in 56 volumes and to continue the "New International Encyclopædia" as the volumes appear. The limited resources of the library do not permit the addition of expensive sets from our current income. We could have possessed this set in no other way. The departments of English History and English Literature are materially strengthened by this gift.

Mr. S. C. Mastick, through Professor F. F. Jewett, presented the library with a gift of money which enabled it to purchase a set of "Liebig's Annalen der Chemie" from the current volume (312) as far back as volume 187. This set, which, after having been catalogued, was placed in the department library in the Severance Chemical Laboratory, will greatly facilitate the work of that department.

Mr. Charles M. Hall, of Niagara Falls, N. Y., presented a sum of money with which it was possible to purchase a complete set of the "Quarterly Journal of Mathematics" from the beginning to date. This gift was made through Professor Anderegg.

Mr. Irving W. Metcalf, a trustee of the College, gave \$100 for the purchase of needed reference books, with which, in addition to other

volumes, the eleven volumes of the "Supplement to the Ninth Edition of the Encyclopædia Britannica" have been purchased.

In addition to these gifts of money for the purchase of books, there are gifts of books which should be specially mentioned. From Miss Fanny N. Burnell, of Milwaukee, Wis., we received a collection of some 100 volumes on books relating to the fine arts, together with a large and interesting collection of plates and illustrations intended to illustrate architecture, sculpture and painting. This gift, with a portrait of her father, Levi Burnell, which is later to be sent, she wishes kept as a memorial of her father who for many years was the treasurer of the College.

Mrs. Emma F. Burroughs gave us another large selection from the library of the late Professor George S. Burroughs, D. D., containing many valuable volumes.

Other donors who should be specially mentioned are: Dr. William C. Bunce, who presented a large number of medical works and periodicals, Dr. L. B. Sperry, Mrs. P. A. Crafts, and the heirs of Dr. Dudley Allen.

Among the additions for the year are a large number of volumes, chiefly periodicals, which have been secured by exchanging duplicates with other libraries. Among the libraries with which exchanges have thus been made should be mentioned the

Rhode Island Historical Society,

Library of Congress,

United States Documents Office,

Libraries of Bowdoin College, Colgate University, the University of Wooster, Auburn Theological Seminary,
Massachusetts State Library.

Through the gifts of the past year and through these exchanges very valuable additions to the library in the literature of a past generation have been secured. The gifts of money for the purchase of books of current importance have done much to provide some of the more extended sets in which the library is deficient. The appropriation by the trustees of \$1,000 to be distributed among the departments having most crying demands was distributed by the library Committee among the various departments in sums ranging from \$25.00 to \$250.00 for a department. The expenditure of this money has brought relief from some of the most pressing demands, but it is evident that no temporary appropriation will at all meet the needs which are felt on every hand. I trust that the appropriation of \$1,000, which has been made for a second year, will become a permanent

appropriation and that, if the finances of the College will warrant it, the appropriation may be made \$2,000 for the coming year. Books are the sources from which not only the wants of the classes are to be supplied, but in which also the professors find the material for their own investigation. In order to meet this latter need, a much greater expenditure is necessary.

As I said in my last report we can not be thought to be doing even the minimum which will meet the requirements of the class work until there is available at least \$50 a year for every department of instruction in the College and in the Seminary. To reach this minimum would require an appropriation by the trustees of at least \$2,000 annually in addition to the income from the Library Endowment. I trust that it will soon be possible for this sum to be appropriated and that in order to meet the needs of the teaching force the maximum amount named in my report, namely, \$5,000, can be appropriated before many years.

WORK OF THE YEAR.

During the year the library was open 305 days. The average daily attendance during the school year was about 350; during the summer school, about 60. The total number of readers for the year was 81,486. The number of books drawn for home use was 16,156. The total numbers of persons drawing books for home use during the year was 1,081.

The cataloguing department catalogued 5,815 volumes and 1,294 pamphlets. This required the preparation of 12,440 new cards. In addition, 2,121 cards were temporarily withdrawn from the catalogue in order to have additions entered on the card. The work of the Library Club led to the revision of the headings of many cards, 974 being withdrawn from the catalogue for such revision. The demands made upon the library staff are continually increasing and there is need of more money for administration. The sums now available for this purpose will permit little, if any, enlargement. I trust that it may be possible another year to carry out the plan suggested by me last year to the Advisory Committee of the Trustees and appoint a competent reference librarian. Now that the library is open during the evening hours, as well as through the day, it is manifestly impossible for the librarian to do all the work which should be done in helping students. The demands of administration and the demands outside the library upon his time are too great to make it possible.

Although not strictly coming into this report I am glad to say that, beginning with the current school year, the library is open in the

evening from 6 to 9:30. It is as yet too early to tell the use which will be made of the library, but already it is apparent that the opening of the library in the evening is extremely convenient for many students. From 80 to 100 persons can be regularly expected each evening and, as the experiment progresses, there will, no doubt, be many more who will make use of the library during the evening hours.

MORE ROOM REQUIRED.

I have spoken at length in previous reports concerning the crowded condition of the library. It has not seemed possible to add any shelving during the year just past, and our shelves, already exceedingly full, have been brought into a very congested condition by the attempt to incorporate the additions of the year. All the duplicates of the library have now been removed from the building and it will be necessary during the present year to begin the removal of books from our regular collections and to store them in some less accessible building outside. Of course in a library of our size many volumes and sets can be removed for which there is very unfrequent call. They should, however, be housed in some building where there is little danger of fire and there does not appear to be any such building available. Should no relief come through efforts which have been made by the President to secure relief from this situation, I hope the trustees will seriously consider the suggestion in my last report as to the advisability of constructing a fire-proof stack at the north side of the present library building. Such a stack would give great relief to both Professor Wright and myself and would make it possible to continue the use of the present building with comparative satisfaction.

THE LIBRARY CLUB.

The Library Club, as explained in previous reports, includes all the members of the staff and meets for an hour each week. The work of the year has been largely the revision of the card catalogue. We have been giving especial attention during the year to the revision of the author entries for State Documents and have been endeavoring to introduce the inverted headings which have been approved by the catalogue section of the American Library Association. For some two years we have been trying the inverted headings in the entries for United States documents and have now introduced them for many of the leading states. The opinion of the staff as to their use is somewhat divided and so far it appears that about as many problems, both to the library staff and to the user, have arisen when the new heading

has been used as under the old system. We shall, however, accept the decision reached by the catalogue section of the American Library Association and adjust ourselves to it.

The advisability of using the printed cards now prepared by the Library of Congress has also been discussed by the Club. Inasmuch as our catalogue, now containing some 350,000 cards, has been made upon the 32 or index size of card, while the Library of Congress cards are printed only in the 33 or postal size, the adoption of these cards would compel us to trim down the Library of Congress cards to the 32 size before adding, or necessitate the reconstruction of our catalogue in the 33 size. Experiments in cutting down the Library of Congress cards to our size have shown that in very many cases some important bibliographical detail would be lost. On the whole it has seemed wisest to us to continue as we are until such time as the resources of the College will justify re-cataloguing on the 33 size. Inasmuch as the Library of Congress expects to be prepared to furnish at any time any card which it has ever printed, the matter can be taken up in later years and successfully carried through to completion.

Owing to the crowded condition of the library our work is carried on under increasing difficulties and is in many respects unsatisfactory to us. Relief is urgently needed, either in the form of an addition to the present building, or, if it can be brought about, through the erection of a library building more commodious and more adapted to the demands which are now made upon the library.

Respectfully submitted,

AZARIAH S. ROOT, Librarian.

Report of the Dean of the Women's Department.

To the President:

Sir: I have the honor to submit a report on the Women's Department for the Academic year 1902-03.

The statistics for the year show the following enrollment:

College	311
Academy	155
Conservatory	462
Art	11
Summer School	14
<hr/>	
Total	953

The increase in numbers, especially at the beginning of the present year, has made the need of additional dormitories more imperative than ever before. Practically all the *rentable* houses in town, which are large enough to be run profitably as private boarding houses, have been taken for that purpose. Several competent matrons, who desired to open new boarding homes this fall and so help meet our pressing needs, could find no buildings available in town. The first result of this extra demand has been overcrowding. Inspection is already revealing a state of affairs for which our only remedy, since we have no adequate accommodations to offer in exchange, must soon be a refusal to receive students for whom we cannot properly care. The law of supply and demand has also brought as a second result, a decided increase in prices. In some instances, our women are paying first class prices for second class accommodations.

To state the problem yet more concretely—there are enrolled here in Oberlin as large a number as in most of the great women's colleges. If we exclude from consideration all who live with their parents, and all day students from out of town, there still remain more than six hundred women to be provided with boarding places which are supposed to be under college supervision. Only one-fourth of these six hundred can be accommodated in our own College dormitories, while three-fourths must live under conditions which we can only partially control, and which, in some instances, tend to defeat the very ends of the education they come here to secure.

In view of these pressing needs, may I ask that some plan be

formed for soliciting the investment of private capital in the erection of private dormitories, to be managed subject to College supervision, where really superior accommodations may be secured for the prices our women now pay. Such private dormitories have been in successful operation for the past six years, in two of the great women's colleges in the East, and have proved to be both acceptable to students and profitable as business ventures. May I also urge that some one of the large houses in town be fitted up exclusively for Academy girls, in case the experiment, begun this year, of devoting a small house to their needs, should prove to meet a real demand on their part. And may I further ask that the suggestion to erect a dormitory devoted wholly to the use of Conservatory girls receive all possible encouragement.

The improvements made this summer at Stewart Hall are greatly appreciated. The house has been repaired, partially refurnished, and connected with the central heating plant. Under the competent management of our tried matron, Miss Sweezey, Stewart now affords a delightful home for fifteen girls, at the very low price of three dollars a week.

Two changes have occurred in the management of our college dormitories. Miss Ella Manley, for ten years the able and much loved head of Lord Cottage, was forced by ill health to undertake a smaller house. Her place has been filled by Mrs. Gray, for several years the successful matron of a town boarding house. It is a pleasure to acknowledge, on behalf of the institution, our gratitude to Miss Manley for her years of loyal and efficient service, and our great satisfaction that we may still retain her among our town matrons. We have also lost Mrs. Foote through ill health. During the two years of her stay at Keep Home, she made an impression of self-denying devotion which will last long in the lives of the girls under her care.

A very important increase has been made in the membership of the House Government Association. After a thorough trial, the two largest town boarding houses have been received into the association, and three other large houses are now organized and waiting for admission. The students of the Conservatory have also adopted a plan of organization somewhat analogous to the House Council. Owing to the lack of such class divisions and class officers as exist in College and Academy, the Conservatory students have always seemed peculiarly unorganized. With the aid and advice of Mrs. Woodford, a Student Board of sixteen members has been formed, representing as fully as possible the varied interests of the Conservatory. By this Student Board executive and social interests are discussed and plans of work formed.

It is hoped that its organization may prove a unifying element in the life of the Conservatory students.

The change finally brought about last year, making Saturday our regular recreation evening, has had a most wholesome effect upon the social life of the institution. The choir rehearsals, which were transferred to Friday evening, are better attended than under the old arrangement, and the efficiency of our choirs has in no way suffered from the change. A decided gain has been made in diminishing the number and improving the character of social occasions. Many of the short social affairs, formerly characterized by haste and confusion, have disappeared because students prefer to put their efforts into gatherings for which they may have the whole evening. The results seem to promise better management of details and a growing sense for social forms.

In accordance with the faculty vote to open the library till nine-thirty, college women of the senior and junior classes have been granted evening reading privileges in the library. This permission is also given, in special cases, to college women of the two lower classes.

The health record for the past year has been exceptionally good. We have been peculiarly free from epidemics of any sort and there have been few cases of serious illness. Yet one case of smallpox, in a house where three of our women were boarding, forced home upon us our lack of any provision for isolating contagious diseases. The most serious cases of ill health have been in the form of nervous break-down among women who are carrying, in addition to their regular work, the heavy burden of entire or partial self-support. To the increase of tuition, made a few years ago, has been added an increase in the price of living which is, on the whole, greater for our women than for the men. The opportunities for self-support open to women, even in the matter of domestic service, are far fewer than those open to men. The cases are comparatively few where the committee on beneficiary aid can give help in really *adequate* amounts. Education is thus becoming more and more difficult for our poorer students who are often among the brightest women in college. May I urge once more upon your attention the plan proposed in my last report, viz., that honorary scholarships be established sufficient in value to cover both board and tuition; that these scholarships be awarded at the end of the junior year to self supporting women who have sustained high rank during their college course; and that the holders of these scholarships receive, in recognition of the excellence of their college work, the title of Oberlin Scholar.

Respectfully submitted,

ALICE H. LUCE.

Report of the Director of the Men's Gymnasium.

To the President:

Sir: The receipts and expenditures of the gymnasium for 1902-03, the first full year in the new quarters, were as follows:

RECEIPTS.	
From term bills of men in the College, Academy, and Conservatory	\$819.25
From other fees	217.00
From rental	30.00
From interest on endowment (\$5,000)	225.00
Miscellaneous	1.25
	<hr/>
	\$1,292.50

EXPENDITURES.		
Teaching (Director's salary not included)	\$973.76	
Clerk hire	31.40	
Stationery and printing	30.39	
Janitor	350.00	
Custodian	92.65	
Fuel	394.47	
Lights	253.35	
Water	195.45	
Supplies and repairs	175.84	
Insurance	38.98	
Care of grounds	66.26	
Miscellaneous	111.25	
	<hr/>	\$2,713.80
	Estimated.	Actual.
Expenditures, 1902-03	\$2,190.00	\$2,713.80
Income, "	1,190.00	1,292.50
	<hr/>	<hr/>
Drawn from University funds	\$1,000.00	\$1,421.30

The excess of actual over estimated expenses was due chiefly to an unforeseen but necessary increase in the items of fuel, lights, water, care of grounds, supplies and repairs, and miscellaneous. The budget for the current year allows an expenditure of \$2,925, with an estimated income of \$1,240.

The men who made use of the gymnasium in 1902-03 were distributed as follows:

	In credit courses.	In other classes.	Not tak- ing class- work.	Total No. using gymna- sium.	No. of names in catalog.
The College—					
Graduates .....	..	1	..	1	6
Seniors	14	4	23	41	44
Juniors	17	11	22	50	55
Sophomores	20	9	27	56	68
Freshmen	32	23	19	74	81
Specials	4	4	3	11	13
	—	—	—	—	—
Total College	87	52	94	233	267
The Theological Seminary....	..	14	4	18	35
The Academy	3	138	18	159	175
The Conservatory of Music ..	..	36	3	39	68
	—	—	—	—	—
Total, all departments....	90	240	119	449	545
Members of the Faculty	1	7	5	13	..
Public schools and High Sch'l'	..	36	..	36	..
Business College .....	..	18	..	18	..
School of Telegraphy .....	..	4	..	4	..
Citizens .....	..	2	2	4	..
	—	—	—	—	—
Grand Totals.....	91	307	126	524	..

A comparison with the corresponding figures for 1901-02 shows that the percentage of men in all departments who made use of the gymnasium rose from 75 to 82, and in the College department the increase was from 75 to 87 per cent. 208 new students received physical examinations, and 37 old students were re-examined, besides the large number of candidates for the different varsity teams who were given partial examinations before receiving the certificate of physical fitness without which no student is allowed to take part in an intercollegiate contest. As stated in my last report, two credit courses, an elementary and an advanced, were offered to College students. The first class met in two sections, at 8:30 and 2 o'clock, taught by Edwin and Edgar Fauver; the second class was taught by the Director, at 3 o'clock. One-third of all the men in the college department were enrolled in these courses at some time during the year, and the success and value of the new departure seem to be already assured. The action of the trustees last February in advancing Edwin Fauver to the rank of Instructor in Physical Training, with a seat in the College and General Faculties, is in line with their approval of the plan of credit courses, and tends to raise the standard of teaching to a higher level. Other classes, meeting daily and open to students in all departments, were organized at 10:30 a. m. and at 3, 4, 7:30 and 8:30 p. m. They were taught by Edwin and Edgar Fauver, Earl F. Adams, and Seeley K. Tompkins, all four graduates of the College and tutors in

the Academy. Students in the Academy were required to attend some one of these five classes at least three times a week during the twenty weeks included between November 10 and December 20, January 12 and March 28, April 13 and May 2.

It will be noticed that 60 per cent. of the men in all departments were receiving systematic training in the gymnasium with greater or less regularity. An exact statement of the numbers actively engaged in athletics is not possible, but the following estimate may be taken as a conservative one:

	Varsity.	College Classes.	Academy.	Total.
Football	20	65	20	105
Basket ball	10	48	30	88
Baseball	20	48	20	88
Track athletics	35	..	..	35

Besides these men, most of whom use the gymnasium without being enrolled in any class, there are others who come to play handball in the basement, or to take individual exercise. When one adds further the considerable number engaged in manual labor of various sorts about the village it becomes evident that very few of our students are without some form of physical exercise.

By various small expenditures the building has been rendered more attractive and convenient. It will be necessary to add to the indoor equipment from time to time, and it is hoped that by another year a start can be made toward clearing and fitting up the open space behind the gymnasium. But at present the greatest need is for something besides bare boards on the floor of the running gallery. This is a matter of some interest to every man, and of a great deal of interest to many men. The customary covering of felt and canvas will cost \$340, laid in place, and the Committee on Men's Gymnasium recommend that a special appropriation of that amount for a running track be made in the next budget.

During the Easter vacation the Director gave a course of ten lectures on the history and literature of physical training before the students of the Chicago Secretarial Institute and Training School of Young Men's Christian Associations. On April 7 and 8 he attended the biennial convention of the American Association for the Advancement of Physical Education, in Detroit and Ann Arbor, and read a paper on German normal schools of gymnastics before one of the sections. The greater part of the summer vacation was devoted to the elaboration of one of the courses given annually to students in Oberlin College.

Respectfully submitted,
FRED EUGENE LEONARD.

Report of the Director of the Women's Gymnasium and of the Normal Course in Physical Training for Women.

To the President:

Sir: The need of a gymnasium for the women as stated in my last report is more pressing this year than last on account of the increase in the number of students and the rapid growth of the Normal Course.

The number in attendance at the gymnasium for the year 1902-03 was distributed as follows:

Students electing the new courses for which one hour's credit is given.

FIRST SEMESTER—		SECOND SEMESTER—	
Freshmen	38	Freshmen	29
Sophomores	30	Sophomores	16
Juniors	12	Juniors	14
Seniors	14	Seniors	10
Specials	7	Specials	3
Total	101	Total	72

College students electing Academy classes	20
Conservatory students electing the work	110
Academy students of whom the work is required.....	113
Total for the year	368

Academy students excused on account of physical inability to do the work	5
Academy students excused because they give at least two hours a day to domestic work	38

This fall a number of College and Conservatory students have been debarred because there was no more room in the classes to which they could be admitted.

After permission was given to raise five thousand dollars (\$5,000) for a Recreation Field, several meetings were called in which the following guarantees were given by the women of the College:

Faculty	\$1,150
Seniors	500
Juniors	500
Sophomores	500
Freshmen	500
Academy	500
Conservatory	500

It was hoped that some individual would be found who would give the remaining thousand with the privilege of naming the Field. Of the sum guaranteed, one thousand dollars (\$1,000) has been paid into the College Treasury. Immediate use was made of seventy-four dollars and thirty-eight cents (\$74.38) to enclose a much needed basket ball court. Many of the young women, rather than solicit money from their friends, have earned their guarantees. They polished shoes, darned stockings, sold violets, painted posters, etc.

The young women of the Senior Physical Training Class gave a gymnasium exhibition at which some sixty dollars (\$60.00) were cleared for the Field.

In March the Director presented a paper before the American Physical Education Association at Detroit. Miss Wickwire and the members of the Senior Physical Training Class were also present at the meeting.

Miss Wickwire attended the Harvard Summer School of Physical Training and the Director took an Art and History tour abroad during the summer.

NORMAL COURSE IN PHYSICAL TRAINING.

The Freshman and Sophomore classes are now as large as can be accommodated in the present gymnasium.- There is every prospect that the number in the Freshman class will exceed the limit of ten next year. As applications for teachers are largely in excess of the number that can be supplied, it is to be regretted that more gymnasium room is not available.

The number of students is as follows:

Freshmen	10
Sophomores	10
Juniors	7
Seniors	6

The courses in Applied Anatomy, Physical Examination and Diagnosis, Massage, Medical Gymnastics and Emergencies were given as usual. The number in each class was seven.

A fine adult human skeleton has been added to the laboratory material for the anatomy classes.

In June, Miss Alberta J. Cory, a former instructor in the Gymnasium, was here for three weeks and gave some very valuable courses in Practical Gymnastics.

The health of the young women in all departments of the Institution for the past year has been unusually good.

Respectfully submitted,
DELPHINE HANNA.

Report of the Acting Dean of College Men.

To the President:

Sir: You have been yourself so closely identified with the discipline of the College and have done so much in an individual as well as in a general way to determine the attitude and behavior of the student body, that a report from the Acting Dean of Men seems scarcely necessary.

In addition to the regular excusing work done by the Dean it has been his practice to meet and counsel with all who wished to use the office for any help soever. Many courses of study have there been considered, many conferences on student "outside" interests, many questions of personal conduct have been reviewed, and indeed the office hour has so frequently been inadequate to the demands that additional time has had to be given to interests centering there.

To one who has seen the increasing demands made upon such an office and the splendid opportunity it affords to permanently influence the lives and character of our college men, it is particularly gratifying that the College has seen its way to appoint a permanent Dean of College Men with leisure to study the problems of the office and opportunity to realize some of its possibilities.

In spite of the handicap of full teaching work and the abundant labor incident to Debate and Oratory, the work of the office has been in large measure very enjoyable. While I appreciate the relief which gives me more vitality for my teaching work I shall yet miss that close relationship with the college men which is the largest compensation the office affords.

There have been during the past year no serious cases of discipline, no expulsions, and but few cases of any kind have come before the committee. I repeat what I have said in previous reports, the men of the college seem generally disposed to maintain good order and uphold the honor and good name of the Institution.

Respectfully submitted,

WILLIAM G. CASKEY.

Report of the Dean of the Theological Seminary.

To the President:

Sir: So short a time has elapsed since my appointment to the deanship that I defer a detailed survey of the situation until another year. Several things have been already accomplished. An office has been established in Council Hall and the constant association with the students which this arrangement facilitates has been of marked value. The immediate duty of the Dean, so far as outside relationships are concerned, seems to be to join other members of the Faculty in developing a close connection between the Seminary and the churches and between the Seminary and the Congregational Colleges which might be expected to send regularly to this Seminary some portion of those among their graduates who enter the ministry. To do this requires time, but a good beginning has been made. I have traveled since the middle of last May over twelve thousand miles without expense to the Seminary, and have had an opportunity to meet large bodies of college students in various parts of the United States, and many of the Congregational ministry.

The attendance at the present time is thirty-nine, and the number will be somewhat increased before the end of the year. Of these thirty-nine, twenty-nine are in the three regular classes, five are in the so-called Pastor's Course, four are in the Slavic Department and one additional student is enrolled for post-graduate work. The entering class numbers twelve men, and is a larger class than any that has entered since 1894-95. All of the class are college graduates (or will be by the end of the year), which was not true in 1894-95. In the past few years the Seminary has abolished the English Course and has begun to require college graduation as a condition of entrance into the regular course. There are more college graduates in the Seminary at the present time than there have been before since the year 1890, when the number was slightly larger than at present. The average number of college graduates in the entering class during the last ten years has been about six.

Since we no longer give beneficiary aid directly to the students, but either loan it or award it in the form of prize scholarships for

marked excellence in scholarship, it has seemed to me essential that we afford students an opportunity to earn a portion of their expenses in such a way as not to interfere with, but rather contribute to, the efficiency of their theological training. The sum of \$180 a year is sufficient to meet all of a student's regular expenses, and our Seminary environment affords possibilities for self-support of the kind just mentioned that are not surpassed by those of seminaries located in large cities, although as yet we have scarcely begun to realize them. The country districts about Oberlin need such work as students are well able to do, and we hope to arrange with pastors in neighboring towns and in Cleveland to have students do some work under their supervision. Besides the twelve students who are now regularly supplying churches in Northern Ohio there are eight students doing religious work other than regular preaching. Two of them are working under the direction of the pastors of the First and Second Churches in Oberlin; two or three are, or soon will be, doing social settlement work; and three others are holding Sunday school and informal preaching services in country school houses on the Sabbath. To pay these men for this work requires the raising of \$800 or more of new money for the present year. A good portion of this is already raised, but not all of it, and from \$1,000 to \$1,500 will be needed next year if the work grows as I hope it may. Nearly all of these men will meet once a week for the next two months for a series of conferences upon the best way to present the gospel to individuals, and in this way an effort will be made to have this outside practical work make a decided contribution to the efficiency of the theological training given here. It certainly will be of advantage to the students to be in some vital touch with practical work during the period of their critical study, and we shall be likely to continue the tradition of good pastoral work and effective preaching which we have inherited and which gives our graduates good standing in the churches.

The Seminary curriculum has been carefully wrought out by the Faculty and the method of instruction is calculated to produce thorough and reasonably independent scholarship. We have in consequence the enthusiastic support of our students.

The relations between the Seminary and the College are most cordial and our students are in touch with all the varied interests of college life. This is the third year that a Seminary student has acted as Secretary of the College Young Men's Christian Association, giving half his time to that work.

After a longer study of the Seminary's financial situation I propose to report from the Theological Faculty a detailed statement regarding the whole subject and regarding the various points at which the development of the work is desirable. The Seminary is administered with marvelous economy, but the falling rate of interest makes the income from the funds set apart by the Trustees some years ago for the use of the Seminary inadequate to our present budget, to say nothing of the points at which the present budget should be enlarged. The most pressing general needs are such an increase of these funds as shall enable the Seminary to meet its present budget, and money in the form of scholarships the income of which may be available to remunerate students for such practical work as I have described above. The Seminary gratefully acknowledges the addition to its funds of a \$1,000 scholarship contributed by the family of Mr. J. D. Fowler out of the estate of his son, Charles E. Fowler, a member of the Seminary class of 1902, who died suddenly soon after beginning a very successful pastorate in Rogers, Arkansas.

Respectfully submitted,

EDWARD I. BOSWORTH.

Report of the Principal of Oberlin Academy.

To the President:

Sir: The increase in the number of students in the Academy during the year 1902-03 was very encouraging. There was an increase of something like 20 per cent. Another encouraging point connected with this increase is the growth in the lower classes. For some years these classes have been exceedingly small. Both last year and this year, however, the Junior and Junior Middle classes are very much larger than they have been recently. If we can hold these students through their Academy course, it will mean both increase in numbers, and also a better chance to train students from the very beginning of their secondary study. The latter opportunity the teachers in the Academy very much appreciate.

The two buildings which the Academy occupies, French and Society Halls, have been put in decidedly better shape during the last year. They do not, however, at all satisfy the demand of the Academy for a new building. They furnish no center for the life of the Academy. There are no rooms which can be used for general purposes. So far as the class-room work is concerned, however, the recitation rooms are fairly satisfactory; they are at least a very great improvement over the old rooms. The heating plant has not been sufficiently tested yet to make it certain that it will keep the rooms properly warmed; still we hope that this will be the result. A study room has been fitted up in French Hall, where the students who desire may find a place to go for an hour or more between classes, thus avoiding loss of time in going to their own rooms. Teachers can also require students who need this assistance to be in the study room at certain hours during the day and do their work under the supervision of the teacher in charge. A new laboratory for the use of the classes in Botany and Zoölogy has been fitted up in Society Hall, which seems likely to prove quite satisfactory, and adequate to the present needs of these classes. Most of the other rooms have been fitted with new and comfortable seats; there are still three rooms, however, which will need to be seated next summer.

The Academy courses have been somewhat enlarged along the lines of English, Science, and History. The Academy offers a course in elementary Botany, and one in elementary Zoölogy, which run throughout the year. Three new courses have been added in English, and one new course in History. With its present courses, the Academy can justly claim that it is ready to fit students for entrance to any college.

A special Academy boarding-house has been opened for girls. An effort will be made to have a somewhat restricted list of houses in which Academy boys are to find their homes. Until a new school building and dormitories can be secured, this seems to be the wisest plan that can be made.

The special advertising for the Academy has been continued through the year, with fairly satisfactory results. A special Academy catalogue will be published within a few months.

The greatest present need of the Academy seems to be to get its advantages clearly and forcibly presented to young people who are likely to have an opportunity to prepare for college and technical schools, or to secure merely an elementary education.

The Principal would be glad again to call the attention of the Trustees to the report of the Advisory Committee, in which it is suggested "that some well qualified person be engaged as soon as possible to follow up the matter of advertising, correspondence, etc., in the same manner as it is done in the College, and devote as much time as possible to the matter of visiting high schools and township central schools of the right grade, to talk with prospective students, to answer requests for catalogues *in person*, whenever that is feasible, and in this way promote the interests of the Academy, and of the College at the same time. Such a man might possibly do some teaching during the Fall and Winter terms, and devote all his time to traveling during the Spring and Summer. It would not be impossible for the right person to look after the interests of the Academy and of the College on the same trip. *The point to be emphasized is, that as much personal visitation of parents, teachers and students as possible be done by one man devoting all his time to it, or by a number of men devoting a part of their time to the work.*" The plan for "a number of men to devote a part of their time to this work" does not seem to the Principal or the teachers of the Academy a feasible one. They feel clear that, for the present at least, the entire time and thought of one man are demanded for this work.

Respectfully submitted,

JOHN FISHER PECK.

Report of the Director of the Conservatory.

To the President:

Sir: The work of the Conservatory has gone on during the past year without hindrance or marked incident, except the loss by fire of the Chapel organ, which crippled the work in the organ department to such an extent that it must have ceased altogether had it not been for the courtesy of the two churches in placing their organs at our disposal. Out of our ashes, however, is arising the largest and most perfectly appointed organ yet possessed by us.

The new organ comes from the private residence of the late Mr. W. S. Kimball, of Rochester, New York, and is partly purchased from, partly donated by, his son, Mr. Harold C. Kimball. It is a large instrument of three manuals, forty stops, and nearly three thousand pipes; built by Roosevelt, and has long had the reputation of being one of the choicest organs in this country. It is being placed in Warner concert hall and will be ready for its formal opening some time in November.

The pupils in the organ department show a marked increase in numbers and enthusiasm, due, no doubt, to the splendid series of organ concerts which Dr. Andrews has given here and elsewhere in the country during the past few years.

The material changes in Warner Hall have been in making eleven more practice rooms, substituting electric for water power in pumping the organs and running the elevator, and in making connections with the new Central Heating Plant.

For the first time, the concert hall has proven too small to seat the audience of the Artist Recital Course, and with regret, the general public had to be excluded. Plans are under consideration for the enlargement of the concert hall, and it is hoped that they may be carried out next summer.

Some important changes have been made in our courses of study, and by vote of the Trustees at their meeting in June, the degree of Bachelor of Music will be conferred upon those who complete the course.

The need of more dormitories for young women is felt by the Conservatory. Many pupils are turned away because of the inability to secure accommodations in the College Halls.

Three of our instructors, Messrs. Hastings, Horner, and Lindquist, are studying in Germany. We hope to secure their services again after their more thorough preparation is complete.

Miss Kate Waldo Peck, class of '90, joins our faculty as instructor of singing. Miss Peck has had the privilege of study abroad, as well as several years of most successful work as a singer and teacher in Brooklyn, New York. Her success with us is assured.

Mr. Alderfer and Mr. Davis, both graduates of last year's class, have been retained as instructors in piano and organ respectively.

The following table shows the number of students during the past year :

	Women.	Men.	Total.
Fall, 1902	436	64	500
Winter, 1903	462	85	547
Spring, 1903	405	84	489

Table showing the number of students who have studied in both Conservatory and College:

	Conserv- atory and College.	Conserv- atory alone.	Classed Conserv- atory.	Classed College.
Fall, 1902	151	349	414	65
Winter, 1903	172	375	449	74
Spring, 1903	138	351	394	43

The following table gives departments taught, with number of students in each :

	Fall, 1902.	Winter, 1903.	Spring, 1903.
Harmony	179	173	109
Counterpoint	6	9	9
Fugue and Canon.....	19	21	13
Ear training	24	90	59
History of Music	47	53	35
Pianoforte	412	425	360
Organ	53	60	63
Singing	248	269	260
Violin and 'Cello	44	49	44
Wind instruments	6	4	2
Public School Music Instruction.... ..		37	30

Respectfully submitted,
CHARLES W. MORRISON.

Report of the Chairman of the Summer School.

To the President:

Sir: Professor Anderegg acted as Chairman of the Summer School Committee during its session in 1903. In view of his absence in Europe it falls to me to present the report of the Committee for the past summer.

The number of teachers employed was nine—a smaller number than we have usually had, and also smaller than the Committee desired. Three of these teachers had not been Oberlin teachers during the previous year. These three were Professor Frederick A. Bushee, Ph. D., of the Collegiate Department of Clark University; C. W. Balke, '02, O. C., Graduate Student in the University of Pennsylvania, and R. L. Baird, '02, O. C., Principal of Denmark Academy, Iowa. The work of all three of these gentlemen proved very satisfactory and fully justified the experiment of their appointment.

The public weekly lectures of the Summer School were delivered by Professor G. F. Wright, President H. C. King, Professor C. B. Martin, Dr. F. A. Bushee, Professor C. H. A. Wager, and Professor L. B. Hall.

The number of students enrolled was 97—a cheering increase upon the numbers in attendance for the two preceding summers, but somewhat below the numbers reached in some past years. Of these 97 students 59 had been members of the College or Academy, 9 had been members of the Conservatory or of the Public Schools, and 29 had come from outside communities. They were organized into classes as follows:

Algebra	Professor Anderegg	10
Classical Archæology	Professor Martin	7
Chemistry	Mr. Balke	8
Economics	Professor Bushee	15
History of English Literature.....	Professor Wager	22
Theory of Poetry.....	Professor Wager	12
Old English Grammar.....	Professor Wager	5
Ethics	Professor MacLennan	14
Geometry	Professor Anderegg	5
German 1 and 2.....	Professor Martin	11
German 3	Professor Anderegg	12

Government in America.....	Professor Hall	8
American History	Professor Hall	7
English History	Professor Hall	6
Oratory	Professor Caskey	18
Ornithology	Mr. Baird	12
Pedagogy	Professor MacLennan	5
Psychology	Professor MacLennan	14
Sociology	Professor Bushee	12

It will be noted that only 19 courses were offered the past summer, as against 21 the previous summer. Not more than three courses could be fairly reckoned as Academy courses. In other words the School had to seek its support almost exclusively from our College students with such teachers as might be desirous of pursuing College studies.

The four members of the Summer School Committee (and it is well known that Professor Anderegg heartily sustains the petition) urgently pray the Trustees to consider whether it will not be possible to grant a guarantee fund to the Summer School for the next three years of \$300 per year. The Committee do not expect to spend quite all that sum, but they do fear that, for the first year at least, two-thirds of that amount will be needed to make good the financial deficiency which they expect to follow, if they are allowed to undertake the enlargement of the work of the Summer School which they very much desire to do. That enlargement would consist in offering six Normal courses which they hope would attract Public School teachers.

The six courses they propose for the first summer, subject to modification, if it should seem to be wise to make some changes, are as follows:

1. A course in Methods of Primary Instruction.
2. A Normal course in Nature Study.
3. A Normal course in Arithmetic.
4. A Normal course in English Grammar.
5. A Normal course in Geography.
6. A Normal course in History (for Grade or early High School work).

The Committee hope that competent teachers for these courses could be secured for the sum now paid to College teachers for Summer work, viz., \$50 per course. They do not recommend that College credit be given for these courses; and hence the tuition to pay for this instruction must come from teachers who are drawn to the Summer School for the sake of these studies. The Committee hope that

in three years the courses might be self-sustaining, but they do not expect it at first; and hence the necessity for a guarantee fund if the effort is to be made at all. The Committee do not urge this enlargement for the sake of the Summer School, but for the sake of its ultimate advantages for Oberlin College. The University of Chicago Register for 1902-03 catalogues 236 men and 439 women as "Unclassified Students;" and we believe that most of these 675 students were members of the Chicago Summer School of 1902, and were, at least very largely, engaged in teaching for the remainder of the year. The University of Wooster catalogues 420 students in its Summer School for 1902; and, as its courses were, for the most part, Academic and Normal, with very few College studies offered, it is reasonable to believe that a large part of these 420 students were actively engaged as teachers. Miami University for the year, 1902-03, received from the State of Ohio \$10,000 to support a Normal Department. Of this sum the Trustees appropriated \$2,000 to the Summer School. As a result, its Summer School for 1903 offered a large number of Normal courses at practically free tuition; a merely nominal Registration Fee of \$3 being charged for the term.

Many friends of Oberlin have felt for years that she was losing much in many ways because she had so little connection with the schools and teachers of Ohio; and many plans have been discussed, and some have been tried, with the hope of remedying the condition. Your Committee are convinced that the easiest, cheapest and most effective method of establishing such relations with the Ohio schools as are universally desired, will be found in offering such Normal courses as have been given in the Summer Schools of other Colleges of the State. They believe that such a plan will attract no inconsiderable number of present teachers, and will, to a certain degree, create a loyalty to Oberlin and its interests that will help us much for years to come. They believe that this method, if successful, will prove much more efficient in winning new students to Oberlin than any similar sum expended in advertising or in visiting schools. The amount of money necessary for a modest trial of the scheme is so small that your Committee are very hopeful that the Trustees will feel that it is wise to enter upon the plan at once.

Respectfully submitted in behalf of the Committee on the Summer School.

L. B. HALL.

Report of the Superintendent of Buildings and Grounds.

To the President:

Sir: No property in Oberlin has been acquired by the College during the past year, either for College use or for renting. The following buildings have been lost by fire: College Chapel, livery barn, a smaller barn and a blacksmith shop on the rear of the Straus Block lot, a barn and coal sheds on the Keep Home lot. With the exception of the blacksmith shop these buildings were entirely destroyed. The clearing up of the Chapel site, including the cleaning and removal of 183,000 brick and of the heaters and other material, cost \$576.28. The value of the material saved was not less than \$1,200. The livery barn was valued at about \$1,500, while the other buildings were of small value partly covered by insurance.

The loss of the Chapel was the most serious, not alone because of temporary inconvenience, but in the loss of books and records and in the necessity of finding other less suitable places for the Chapel meetings and for the College offices. The former have been held in the First Congregational church. A dwelling house on West College street belonging to the College was taken for the offices. Numerous alterations, including the building of a fire-proof vault, were made at a cost of \$731.62 and new furniture and office fixtures purchased at a cost of \$886.50. This building, being old and poorly built, is ill adapted to such use, some of the offices being much too small while others are poorly lighted.

The Oberlin Electric and Heating Co. have installed a central heating and lighting plant in the village and have contracted to heat the following College buildings: Lord and Baldwin Cottages, Talcott, Sturges, Warner, Peters, and Stewart Halls, Women's Gymnasium, Spear Library and the Straus Block. The Prudential Committee employed Richard D. Kimball, of Boston, to prepare plans and supervise the installation of the heating systems in these buildings. Entirely new plants were placed in Peters, Sturges and Stewart Halls. In the other buildings use was made of existing plants, additional radiation being provided in Baldwin Cottage, Lord Cottage and Talcott Hall. In Peters Hall special provision was made for ventilation. Many of the bills for this work are still outstanding so that a statement as to the cost cannot be made at this time. The same company is to fur-

nish electricity for power and for such lighting as the College may desire. The present lighting of Spear Library is both inadequate and unsafe and as soon as possible electric lighting will be substituted.

Society Hall, one of the Academy buildings, was improved much as French Hall was last year by putting in a furnace, modern seats, new floors where needed, etc. A large room on the second floor was divided, one-half to be used as formerly by the Art Department and the other half as a laboratory for the Academy. In the corresponding large room in French Hall the raised floor was removed, new floors laid and new seats provided. This is to be used as an Academy study room and recitation room for large classes. The cost of these improvements was \$1,143.93 which, with the former expenditure on French Hall, makes a total of \$2,164.77 used in making the improvements recommended by the Academy Committee of the Board of Trustees.

An unfinished part of the fourth floor in Peters Hall was put in order for a Psychological Laboratory at a cost of \$119.62. Additional space for this purpose is very much needed.

Alterations costing \$198.50 were made in the interior of Stewart Hall so as to increase the size of the front hall, changing the front entrance from Lorain to Main street; also providing a large front room for a parlor. These changes, together with steam heat and new parlor furnishings, make this building much more attractive than ever before.

At the Johnson House on West Lorain street, purchased last year, a bath room was added and the west side extended to enlarge the dining room at a cost of \$257.71, the tenant to pay 10 per cent additional annual rent on this amount.

A plate glass front was put in another of the store rooms of the Straus Block and the interior fitted up for a tenant at a cost of \$318.30. Only one of the original fronts now remains.

By order of the State Inspector, fire escapes were placed on the front and rear of Lord Cottage at a cost of \$100.

An open ditch across the north end of the Lord Cottage lot was replaced with a 3-foot brick sewer costing \$328.69. Earth from the street was used to fill up and grade this part of the lot and of the lot adjoining it also owned by the College. Grading on the Campus around and near the Memorial arch was completed. The ordinary repairs have been unusually numerous this year. It seems to me that an effort should be made to sell certain pieces of property where the houses are old and the net returns small.

Respectfully submitted,

C. P. DOOLITTLE.

[APPENDIX.]

Statistics of Instruction.

Year of 1902-03.

The schedule numbers in the following tables refer to the courses as described in the catalogue for 1901-02.

In science courses the hours of instruction spent by the teacher in laboratory work are marked with the letter "L," the letter "R" being used to denote hours in regular recitation.

I. The College.

Name of Teacher.	Schedule Number.	Description of Course.	I. Semester.			II. Semester.		
			Teach- ing hrs. per week.	Students. Men.	Wo- men.	Teach- ing hrs. per week.	Students. Men.	Wo- men.
ANATOMY			L 8					
Leonard.....		Human Anatomy..	R 1	4	8			
ASTRONOMY			L 2			L 2		
St. John.....	1- 2	Gen. Astronomy..	R 2	7	2	R 2	4	0
BIBLE AND THEOLOGY								
Bosworth	3	Freshman Bible ...	2	92	117			
Bewer	6	Sen. Bible (Eng.)...				2	6	24
Bosworth. ...	14	Sen. Bible (Greek).				2	1	9
King	9	Senior Theology...	2	50	57			
			—	142	174	—	7	33
BIBLIOGRAPHY								
Root.....	2	Use of Books.....				2	4	5
"	3	Hist. Printed Book	2	1	5			
"	4	Illus. of Books....				2	4	15
			—	1	5	—	8	20
BOTANY			L 12			L 12		
Grover	1- 2	Gen. Morphology..	R 2	10	13	R 2	10	11
			L 6			L 12		
"	3- 4	Plant Ecology.....	R 2	0	1	R 2	5	9
"	7- 8	Class. Flow. Pl'ts.	L 3	1	1	L 5	2	2
"	10	Class. Algae, etc...				L 3	0	1
			—	11	15	—	17	23

Name of Teacher.	Schedule Number.	Description of Course.	I. Semester.			II. Semester.		
			Teach- ing hrs. per week.	Students. Men.	Wo- men.	Teach- ing hrs. per week.	Students. Men.	Wo- men.
CHEMISTRY			L 30					
Jewett	1	G'l Inorg.(2 lab. s.)	R 3	70	80			
						L 16		
Taylor.....	2	Qual. Analysis.....				R 2	44	15
"	3	Quant. Analysis...	L 10	12	0			
						L 5		
Jewett	4	Organic				R 3	8	1
			L 2					
Taylor.....	5	Phy.&Theo.Chem.	R 2	2	0			
Jewett.....	7	Assaying	L 4	5	1			
			—	89	81	—	52	16
CHRISTIAN EVIDENCES								
G. F. Wright		Logic of Ch. Ev...				3	6	9
CLASSICAL ARCHAEOLOGY								
Martin.....	6	Hist. Greek Sculp.				2	5	31
"	8	Ex. of Sel. Mon...				1	5	31
						—	10	62
ECONOMICS AND SOCIOLOGY								
Bogart.....	1	Political Economy	5	33	14			
"	2	Con. & Inter. Law				3	37	2
"	4	Econ.Hist. of U.S.				2	36	15
"	5	Public Finance.....	3	18	1			
"	8	R.R.&Tariff Prob.				3	18	5
"	11	Socialism.....	2	10	8			
"	12	PracticalSociology				2	11	25
"	15-16	EconomicSeminar	2	7	0	2	7	0
			—	68	23	—	109	47
ENGLISH COMPOSITION								
Barrows.....	1- 2	Freshman (5 sec.)..	5	96	115	5	73	102
"	2a	" El.Co. (2 sec)				4	36	55
Wager.....	3- 4	Sophomore (2 sec).	4	77	79	4	70	75
"	5- 6	Advanced	1	11	26	1	11	23
			—	184	220	—	190	255
ENGLISH LITERATURE								
Wager.....	1- 2	Hist. Eng. Lit.....	2	35	88	2	29	86
"	3- 4	Old English.....	2	1	19	2	1	14
"	7	Theory of Poetry..	3	7	20			
"	8	Spencer and Milton				3	7	31
Luce	9-10	Shakespeare	3	20	36	3	19	39
"	13-14	Masterp's 19th Cen.	3	19	38	3	22	38
			—	82	201	—	78	208

Name of Teacher.	Schedule Number.	Description of Course.	I. Semester.			II. Semester.		
			Teach- ing hrs. per week.	Students. Men.	Wo- men.	Teach- ing hrs. per week.	Students. Men.	Wo- men.
FRENCH								
Cowdery...	1- 2	Beginning.....	4	11	18	4	10	19
Wightman...	1- 2	"	4	12	15	4	9	15
Cowdery.....	3- 4	Second year.....	3	12	27	3	11	29
Wightman...	5- 6	Composition.....	1	5	13	1	6	5
"	7- 8	Prose.of 19th Cent.	3	4	20	3	6	13
"	13	Poet.of 17 & 18Cen.	3	0	10			
"	14	Poetry of 14th Cen.				3	2	4
"	15-16	Advanced Comp...	1	4	9	1	1	5
"	17-18	Hist. French Lit...	2	1	2	2	0	3
" .....	.....	French Club.....		2	10		2	13
			—	51	124	—	47	106
GEOLOGY								
A.A. Wright	1	General	L 1					
"	2	Advanced	R 5	6	4	3	4	2
G. F. Wright	6	Quaternary.....				3	10	23
			—	6	4	—	14	25
GERMAN								
McDaniels...	1- 2	Beginning.....	4	15	19	4	12	13
Mrs. Swing.	3- 4	Second yr. (2 sec.)	8	22	28	8	19	25
Abbott	3- 4	"	4	12	18	4	10	15
"	5- 6	Drama	3	11	16	3	7	11
"	7- 8	Advanced Comp...	1	8	10	1	9	11
"	9-10	Rapid Reading....	2	10	14	2	8	15
"	13-14	Goethe, Schiller...	3	4	9	3	5	7
"	15	Hist. German Lit..	2	1	5			
"	16	Recent Drama				2	4	7
			—	83	119	—	74	104
GREEK								
Martin.....	1- 2	Freshman (2 sec.)..	8	18	17	8	16	17
"	5	Theocritus	2	8	6			
"	6	Plutarch				2	5	2
"	9-14	Greek Tragedy....	3	4	16	3	3	14
			—	30	39	—	24	33
HISTORY.								
Mrs. Johnston	1- 2	Spain, Italy.....	2	21	51	2	35	55
"	3- 4	Mediaeval	5	24	34	5	18	17
"	5- 6	Hist. of Art.....	2	16	19	2	22	23
Hall.....	9-10	English	3	13	12	3	29	29
"	11-12	American. Outline	2	19	18	2	22	22
"	15-16	" Detail..	3	13	3	3	15	2
"	19-20	Current Events....	2	4	11	2	4	11
			—	110	148	—	145	159

Name of Teacher.	Schedule Number.	Description of Course.	I. Semester.			II. Semester.		
			Teach- ing hrs. per week.	Students. Men.	Wo- men.	Teach- ing hrs. per week.	Students. Men.	Wo- men.
LATIN								
Cole.....	1- 2	Freshman (3 sec.).	12	38	51	12	38	47
Hall.....	1- 2	"	4	10	7	4	7	5
"	3- 4	Roman Comedy...	3	8	24	3	5	24
Cole.....	9	Latin Writing.....	1	4	24			
"	10	Sight.....				1	2	15
"	15-16	Lyric & El. Poets.	2	7	17	2	2	19
"	21-22	Teachers' Course..	2	2	28	2	1	27
"		Special Course.....				3	1	9
			—	69	151	—	56	146
MATHEMATICS								
Anderegg....	1- 2	Freshmen (2 sec.)..	8	47	36	8	46	35
Cairns	1- 2	"	8	48	51	8	40	51
"	3- 4	Plane Surveying...	L 4			L 4		
"	3- 4	Plane Surveying...	R 1	22	0	R 1	18	0
Anderegg....	7- 8	Adv. Analytics.....	2	16	5	2	12	3
"	9-10	Calculus.....	3	17	4	3	13	4
"	11-12	Adv. Integ. Calc...	3	6	2	3	6	2
"		Adv. Th'ry of Equ.	2	1	0	2	1	0
"		Adv. Anal. Geom.	3	2	0	3	2	0
			—	159	98	—	138	95
MINERALOGY								
Jewett.....		Mineralogy.....				L 5		
						R 3	8	2
ORATORY								
Caskey	1- 2	Gen. Course(2 sec.)	6	40	18	6	30	1
"	3- 4	Argu't'n & Debate	2	12	0	2	8	0
"	6	Dramatic Reading				2	7	6
			—	52	18	—	45	7
PEDAGOGY								
MacLennan..	1- 2	Hist. of Educat'n.	3	2	11	3	2	15
PHILOSOPHY								
MacLennan..	1	Introd. Psychology	3	58	49			
" ..	2	Ethics.....				3	56	55
" ..	3	Exper. Psychology	L 4					
" ..	3	Exper. Psychology	R 1	3	5			
" ..	4	Introd. to Philos'y				2	21	17
" ..	6	Logic.....				2	2	1
King	7- 8	Microcosmus	5	25	18	5	25	18
"	9-10	Hist. of Philo'phy.	3	3	7	3	3	7
			—	89	79	—	107	98

Name of Teacher.	Schedule Number.	Description of Course.	I. Semester.			II. Semester.		
			Teach- ing hrs. per week.	Students. Men.	Wo- men.	Teach- ing hrs. per week.	Students. Men.	Wo- men.

PHYSICAL TRAINING (FOR CREDIT).

Fauver.....	1- 2	Elem'y(men)2 sec.	6	65	0	6	61	0
Leonard.....		Advanced (men)...	3	13	0	3	9	0
Hanna.....	1- 2	E'lem't'y (women)	3	0	32	3	0	21
"	3- 4	Advanced "	6	0	71	6	0	51
			—	78	103	—	70	72

PHYSICS

St. John and			L	8			L	8		
Jewett.....	1- 2	Mecha.,etc. (2 lab. sec.)	R	3	33	2	R	2	30	1
			L	4			L	4		
"	.. 3- 4	Elec'y, Magn'sm, Heat	R	2	10	1	R	2	8	0
			L	4			L	4		
"	.. 5- 6	Light&Sound(Adva'd)	R	2	1	0	R	2	2	0
					44	3			40	1

PHYSIOLOGY

Leonard.....	2	Physiology				5	8	17
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SPANISH

Wightman ..		Spanish	4	6	3			
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ZOOLOGY

A. A. Wright and L. Jones	1- 2	Elem'y(2 lab. sec.)	L 10			L 10		
			R 3	34	23	R 3	31	22
L. Jones.....	3	Anat. of Verteb'es	L 10					
			R 3	4	0			
"	4	Vertebrate Hist'gy.				L 10		
"						R 3	4	0
"	6	Ornithology (El.).				L 7		
"						R 2	18	37
"	7	" (Ad.).	L 4					
"			R 2	2	2			
			—	40	25	—	53	59

II. The Theological Seminary.

Name of Instructor.	Description of Course.	I. Semester.			II. Semester.		
		Teach- ing hrs. per week.	Students. Men.	Wo- men.	Teach- ing hrs. per week	Students. Men.	Wo- men.
OLD TESTAMENT							
Bewer.....	Gen. Intro. to O. T.....	1	12	0			
"	Spl. " " " Lit....	3	7	0			
"	Hebrew a.....	4	3	0	5	3	0
"	Old Testament Theol. I.				3	22	0
		—	—	—	—	—	—
			22	0		25	0
NEW TESTAMENT							
Bosworth.....	Gen. Intro. to New Test.	1	7	0	1	7	0
"	Special Introd. I.....	3	20	0			
"	New Test. Exegesis a.....	4	7	0	4	7	0
"	" " " " d & e	2	12	0	2	10	0
"	Teachings of Jesus.....				3	20	4
		—	—	—	—	—	—
			46	0		44	4
CHURCH HISTORY							
Swing.....	Gen. Hist. of the Church	3	8	0	3	7	0
"	History of Dogma.....	3	8	0	3	7	0
"	Seminar in Dogma.....	2	3	0	2	2	0
"	" Germ. Theol.	3	4	0			
"	" Am. Theol'y				3	6	0
		—	—	—	—	—	—
			23	0		22	0
THEOLOGY							
King.....	Systematic Theology.....	5	11	1	5	9	1
HARMONY OF SCIENCE AND REVELATION.							
G. F. Wright,	Apologetics.....				2	2	0
"	Inductive Reasoning...				2	2	0
					—	—	—
						4	0
HOMILETICS							
Currier.....	Homiletics a and b.....	3	10	0	2	6	0
"	Sermon Plan Construct'n	1	11	0	1	3	0
"	Preaching Exercises.....	3 1/4	34	0	3 1/4	32	0
"	Pract. Theology a and c	3	10	0	2	6	0
"	Social Problems.....				3	7	0
"	Missions.....	2	10	0			
"	Encyclopedia.....	2	10	0			
"	Sermon Criticism.....				2 1/2	11	0
		—	—	—	—	—	—
			85	0		65	0
ELOCUTION AND ORATORY							
Caskey.....	Elocution and Oratory...	2	5	0	2	10	0
SLAVIC DEPARTMENT							
Miskovsky...	Theology.....	5	3	0	4	3	0
"	Church History.....	3	3	0	4	3	0
"	English	5	1	0	5	1	0
"	Psychology.....	5	1	0			
"	Ethics.....	5	1	0			
"	Apologetics.....				5	1	0
		—	—	—	—	—	—
			9	0		8	0

III. The Academy.

Instructor.	Subject.	Fall Term, 1902.			Winter T'm, 1903			Spring Term, 1903		
		No. of Teach- ing hours.	Students Men. Women.		No. of Teach- ing hours.	Students Men. Women.		No. of Teach- ing hours.	Students Men. Women.	
BIBLE										
Peck	Senior.....	1	45	43	1	46	43			
Sherk.....	Middle	1	32	25	1	29	21	1	26	21
Shaw.....	Junior Middle	1	17	18	1	18	17	1	18	17
Adams	Junior	1	16	12	1	16	12	1	15	11
Smithe	Irregular ^a	1	12	5	1	15	8	1	12	5
		—	—	—	—	—	—	—	—	—
			122	103		124	101		71	54
ENGLISH										
Thompson...	I,-II,-III (2 sec.).....	10	28	22	10	27	19	10	21	19
Brownback ..	IV,-V,-VI (3 sec.).....	15	57	46	15	60	51	15	47	37
"	...VII,-VIII,-IX*.....	6	45	56	6	30	47	4	25	34
Thompson...	X,-XI,-XII	2	8	17	2	8	17	2	5	19
"	...Grammar.....	5	10	4	5	16	4	5	8	4
		—	—	—	—	—	—	—	—	—
			148	145		141	138		106	113
FRENCH										
Cowdery.....	I,-II,-III (2 sec.).....	10	8	34	10	7	31	10	5	26
Mrs. Cowdery	IV,-V,-VI.....	5	0	6	5	0	5	5	0	6
"	I,-II.....				5	8	21	5	8	11
		—	—	—	—	—	—	—	—	—
			8	40		15	57		13	43
GERMAN										
McDaniels...	I,-II,-III.....	5	25	39	5	21	36	5	14	25
Mrs. Swing..	IV,-V,-VI.....	5	10	10	5	10	9	5	9	8
"	..I,-II.....				5	17	15	5	9	7
		—	—	—	—	—	—	—	—	—
			35	49		48	60		32	40
GREEK										
Edg. Fauver	I,-II,-III.....	5	16	9	5	14	9	5	13	9
"	I,-II				5	6	0	5	6	0
Peck	IV,-V	5	18	7	5	19	6			
Mrs. Harroun	VI.....							5	18	7
		—	—	—	—	—	—	—	—	—
			34	16		39	15		37	16
HISTORY										
Edw. Fauver	I,-II,-III (2 sec.).....	8	13	22	8	12	20	8	9	22

^a Reciting in three sections in the fall and winter, and in two sections in the spring.

Instructor.	Subject.	Fall Term, 1902.			Winter T'm, 1903			Spring Term, 1903		
		No. of Teach- ing hours.	Students Men. Women.		No. of Teach- ing hours.	Students Men. Women.		No. of Teach- ing hours.	Students Men. Women.	
LATIN										
Hosford	I,-II,-III (2 sec.).....	12	35	25	12	29	24	12	22	22
Shaw	IV,-V,-VI	5	13	14	5	14	15	5	16	17
"	VIIa,-VIIIa,-IXa(2 s.)	8	18	19	8	18	19	8	19	20
"	VIIIb,-VIIIb.....	5	12	11	4	10	9			
Mrs. Harroun	IXb							5	9	9
Hosford	X,-XI,-XII (2 sec.)...	8	22	24	8	23	20	8	24	21
Smithe	I,-II				6	9	6	6	9	6
"	III,-IV,-V	6	7	11	5	6	9	5	4	6
"	VII, prose.....	4	2	1						
			109	105		109	102		103	101
MATHEMATICS										
Tompkins....	Arithmetic	5	4	4	5	4	2	5	2	3
Sherk	Alg. I,-II,-III (2 sec.)	10	32	13	10	24	10	10	18	8
Cairns.....	Algebra IV,-V,-VI....	2	31	15	2	27	13	2	26	15
Mrs. Cairns..	Algebra IV,-V,-VI....	2	21	11	2	17	11	2	14	19
"	Algebra IV,-V,-VI....				5	7	7	5	5	1
Sherk	Alg. I,-II,-III, Rev...	5	8	10						
"	Algebra IV,-V.....				5	7	6			
"	Algebra II.....							5	10	1
Cairns.....	Geometry I,-II,-III...	4	13	6	4	27	20	4	22	16
Sherk	Geometry I,-III.....	4	12	7				4	14	15
			121	66		113	69		111	78
ORATORY										
Tompkins ...	Declamation.....	2	11	9	2	10	10	2	10	8
SCIENCE										
Adams	Phys. I,-II,-III (2 Rec. L15 sec., 5 Lab. sec.)	R 8	30	16	L 15 R 8	25	13	L 15 R 8	24	13

Treasurer's Report.
1903.

Treasurer's Statement.

TO THE BOARD OF TRUSTEES OF OBERLIN COLLEGE:

The Treasurer of the College submits his Annual Statement for the year ending August 31, 1903, as follows:

The funds separately invested are:

	Principal. August 31, 1903.	Net Income.
C. G. Finney Memorial Fund—		
Mortgages	\$74,100 00	
Cash	<u>5,786 25</u>	
	\$79,886 25	\$ 4,112 80
Springer Fund—		
Cleveland real estate	5,091 80	303 35
Foltz Fund—		
Bonds	<u>522 50</u>	<u>22 50</u>
Totals	\$85,500 55	\$4,438 65

The other funds are invested as a whole. A summary statement of these investments with the net income thereof, is as follows:

	Principal. August 31, 1903.	Net Income.
Notes and mortgages	\$494,031 75	\$25,425 59
Stocks and bonds	209,702 49	9,851 15
Collateral loans	455,400 00	19,922 87
Real estate	242,552 48	6,847 57
Deposits (Savings and Trust Co.'s)	20,000 00	3,015 82
Sundry accounts	81,738 76	
Loan to General Fund	11,000 34	
Deposits subject to check and cash	<u>9,972 93</u>	<u>213 84</u>
Total of general investments	\$1,524,398 75	\$65,276 84
Total of special investments	<u>85,500 55</u>	
	\$1,609,899 30	

The above investments are stated in detail, beginning at page 152 of this report.

The net income of general investments, \$65,276.84, has been divided at the rate of 4.5 per cent. among the funds to which they belong. The fraction \$29.57 was credited to University account.

The excess of income over expense in the accounts of University, College, Academy and Theological Seminary, combined as usual, was \$7,301.53, which being subtracted from the accumulated deficits of previous years, \$18,301.87, leaves \$11,000.34 as the total unpaid deficit on August 31, 1903.

Gifts have been received during the year as follows:

GIFTS FOR IMMEDIATE USE.

- From "A Friend," \$190.00 for the Library.
- From E. A. West, \$50.00 for the Library.
- From Seabury C. Mastick, \$198.17 for the Library.
- From Irving W. Metcalf, \$100.00 for the Library.
- From Charles M. Hall, \$175.00 for the Library.
- From Lyman B. Sperry, \$25.00 for current expense.
- From Tracy McGregor, \$75.00 for aid to students.
- From Wilbur F. Crafts, \$5.00 for Chapel Fund.
- From friends, \$1.00 for Keep Home improvement.
- Sundry gifts for Women's Recreation Field, \$778.50.
- Sundry gifts for Chapel hymn books, \$375.00.
- From A. M. Johnson, \$50.00 for Employment Fund for Seminary students.
- From an anonymous donor, \$100.00 for Employment Fund for Seminary students.
- From the Second Congregational Church, Oberlin, \$40.85 for aid to students in the Theological Seminary.
- From members of the Living Endowment Union, \$727.50 for current expense.
- From Lucien C. Warner, \$25,000.00; the balance of his gift for the construction and equipment of the new Gymnasium for men.

For the support of the Slavic Department in the Theological Seminary from—

Miss Anne Walworth.....	\$200 00	Miss Sarah N. Kittredge..	\$225 00
O. J. Wilson.....	75 00	C. A. Coffin	100 00
J. N. Smith.....	50 00	S. T. Wellman	50 00
Mr. and Mrs. C. F. Olney	50 00	S. C. Smith	50 00

C. W. Bubier.....	25 00	Mrs. Elizabeth C. Parsons	5 00
Alfred Chase	5 00	Edward W. Capen.....	5 00
Mrs. Anna Jarabek.....	10 00	Mrs. N. P. Washburn.....	5 00
William Woodring	1 00	Miss Helen L. Galpin....	1 00
First Congregational Church, Oberlin			58 26
First Congregational Church Sunday School, Oberlin.....			8 44
Second Congregational Church, Oberlin			5 70
Central Congregational Church Sunday School, Jamaica Plain, Mass.			25 00
First Congregational Church, Marietta, O.....			10 00
Bethlehem Congregational Church and Sunday School, Cleve- land			16 25
Pilgrim Church, Cleveland			45 36
Congregational Education Society			200 00
Olivet Sunday School, New York City			25 00
Women's Home Missionary Society, First Congregational Church, Buffalo			50 00
Ohio W. H. M. U.....			307 97
South Dakota W. H. M. U.....			75 00
New York W. H. M. U.....			150 00

The total amount of these gifts for immediate use is \$29,725.00.

This amount is distributed in the Statement of Income and Expense among the following accounts:

University	\$ 565 65
College, special accounts.....	10 00
Theological Seminary, special accounts...	1,874 83
Library	715 17
Miscellaneous	26,559 35
	<hr/>
	\$29,725 00

GIFTS TO FORM NEW FUNDS OR INCREASE OLD ONES.

From Frank Hovey, of Oberlin, \$10.00 for endowment.

From W. F. McMillen, of Chicago, \$25.00 for endowment.

From F. M. Hayes, of Buffalo, \$20.00 for endowment.

From R. A. Beard, of Cambridge, Mass., \$100.00 for endowment.

From Edward West, of Wellington, \$1,000.00 for endowment.

From "A Friend," \$2,500.00 for endowment.

From Thomas A. Hall, of Chicago, \$100.00 for Library endowment.

From Mrs. Rose P. Firestone, of Detroit, \$4,000.00 for endowment.

From Mrs. Mary C. McClelland, of Benzonia, Mich., \$800.00 for endowment.

From Lucien C. Warner, of New York, \$5,000.00, for endowment of the Warner Gymnasium.

Sundry gifts to the Adelia A. Field Johnston Professorship, \$7,520.00.

From Curtis T. Fenn, of Chicago, \$73.00; a gift to the Dascomb Professorship.

From the estate of Charles E. Fowler, of Oberlin, \$1,000.00 to found a scholarship in the Theological Seminary.

From the estate of Joshua W. Weston, of La Crosse, Wis., \$1,000.00; his bequest to Oberlin College.

From the estate of John Henry Barrows, \$1,000.00; his bequest to found the John Manning Barrows Scholarship.

From Mrs. Henrietta Vance, of Seattle, Wash., \$250.00; an additional gift to the Louis Nelson Churchill Scholarship.

From Alumni, \$4,591.50, part payments on subscriptions to the Class Reunion Funds.

The total amount of these gifts to capital account is \$28,989.50 as is also shown on page 145 of this report.

Endowments for current expense now stand on the books as follows:

General or University Endowments.....	\$643,872 29
College Department " 	405,458 85
Academy	
Theological Seminary	120,674 76
Conservatory of Music	30,419 50
Library	23,101 26
	<hr/>
Total.....	\$1,223,526 66

The accounts hereinafter presented are:

First, a set of tables showing the current income and expenses of each Department in detail, accounts of general interest being placed under the heading "University."

Second, a list of all the Funds and Balances in the care of the Treasurer, showing their amounts at the beginning and end of the year.

Third, a classified list of the properties or assets in the hands of the Treasurer.

Fourth, a list of buildings, grounds, apparatus, etc., in use for College purposes, and not valued on the Treasurer's books.

JAMES R. SEVERANCE, Treasurer.

OBERLIN, November 18, 1903.

Statement of Income and Expense for the Year.

UNIVERSITY.

INCOME.

From invested funds	\$24,938 84
From rent of houses and lands not valued.....	719 40
Biography of C. G. Finney.....	34 87
Gifts for current expense.....	565 65
	<hr/>
Total income	\$26,258 76

EXPENSE.

Salaries—Administration	\$5,232 00
Treasurer's office	3,680 00
Library	2,400 00
Gymnasia	2,967 00
Secretary's office	1,880 00—
	\$16,159 00
Clerks	1,203 77
Stationery, printing and postage.....	3,376 26
Advertising	1,015 16
Fuel and lights.....	936 55
Buildings and grounds, care and repairs.....	6,465 87
Men's Gymnasium	1,643 55
Women's Gymnasium	553 96
Outside Representation	99 68
Sundry expense	2,950 40
Alumni Dinner	288 08
Payments on Lord and Hinchman funds (in excess of income)	38 98
	<hr/>
Total expense	\$34,731 26

Special Accounts—

RECEIPTS.

Art School fees.....	\$ 933 70
Teachers' Course, Women's Gymnasium.....	551 00
Jennie Allen Nurse Fund	90 00
Jones Loan Fund, loans returned.....	225 00
Scholarship Funds, from investments.....	1,682 12
Scholarship Loan Fund, loans returned.....	134 40
	<hr/>

\$3,616 22

PAYMENTS.	
Art School	\$933 70
Teachers' Course, Women's Gymnasium	385 26
Jones Loan Fund, loans made.....	550 50
To holders of scholarship orders.....	1,256 93
Scholarship loans	225 00

\$3,351 39

COLLEGE.

INCOME.	
From invested funds	\$17,897 25
Term bills	40,841 86
Graduate fees	568 00
Elocution, special fees	38 00
Rent of Andrews house (net).....	161 56

Total income \$59,506 67

EXPENSE.	
Salaries	\$34,107 37
Clerks	180 87
Stationery, printing and postage.....	98 44
Outside Representation	19 10
Fuel and lights	1,196 31
Buildings and grounds, care and repairs.....	2,588 11
Diplomas	252 75
Sundry expense	165 22
Museum	400 00
Herbarium	175 00
Apparatus, Physical Laboratory	400 00
Apparatus, Psychology	692 30
Apparatus, Zoölogy	292 00
Apparatus, Anatomy	96 41
Trustee Scholarships	448 50
Avery Scholarships	246 00
Oberlin College Scholarships.....	36 00

Total expense \$41,394 38

Special Accounts—		RECEIPTS.
Chemical Laboratory fees.....		\$1,375 61
Botanical " "		155 00
Zoölogical " "		524 50

Amount carried forward..... \$2,055 11

Amount brought forward	\$2,055	11
Physical Laboratory fees.....	207	00
“ “ gift.....	10	00—
Archæology fees	83	65
Anatomy “	26	00
Scholarship funds from investments.....	1,102	50
		<hr/>
		\$3,484 26

PAYMENTS.

Chemical Laboratory.....	\$1,137	31
Botanical “	168	64
Zoölogical “	692	31
Physical “	370	46
Archæology	86	16
Anatomy	26	00
Advance, to Herbarium.....	17	03
Advance to Museum	22	76
To holders of scholarship orders.....	816	50
		<hr/>
		\$3,337 17

ACADEMY.

INCOME.

Term bills	\$13,483	62
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EXPENSE.

Salaries	\$12,280	52
Clerks	21	15
Stationery, printing and postage.....	124	27
Fuel and lights	380	83
Buildings and grounds, care and repairs.....	1,718	47
Advertising	167	00
Trustee scholarships	751	50
		<hr/>
Total expense	\$15,443	74

Special Accounts—

RECEIPTS.

Physical Laboratory	119	00
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PAYMENTS.

Physical Laboratory	93	49
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THEOLOGICAL SEMINARY.

INCOME.

From invested funds	\$9,289 29
Term bills and rent of rooms.....	1,916 50
Diplomas	45 00
Total income	<u>\$11,250 79</u>

EXPENSE.

Salaries	\$8,950 00
Clerks	32 00
Stationery, printing and postage.....	142 69
Advertising	117 85
Fuel and lights	738 85
Buildings and grounds, care and repairs.....	1,380 24
Diplomas	100 75
Sundry expense	166 55
Total expense	<u>\$11,628 93</u>

Special Accounts—

RECEIPTS.

Slavic Department—

Gifts for current expense \$1,833 98

Scholarship Funds—

From investments \$854 63

Gifts 40 85

Loans repaid 63 00— 958 48

\$2,792 46

PAYMENTS.

Slavic Department	\$1,699 10
To holders of scholarship orders	1,460 66

\$3,159 76

CONSERVATORY.

INCOME.

Term bills	\$51,525 98
Interest on Reserve Fund	1,980 13
Recital tickets	1,204 05
Sale of instruments	600 00
Rent of Williams house (net).....	148 89

Total income \$55,459 05

EXPENSE.

Salaries	\$35,370 62
Library, etc.	659 30
Stationery, printing and postage.....	622 20
Advertising	241 47
Piano and organ tuning	1,024 50
Fuel and lights	1,037 69
Clerks	26 08
Insurance	235 18
Janitor and engineers.....	2,100 00
Supplies and repairs.....	2,380 37
Purchase of instruments.....	3,402 69
Artist recitals	1,725 00
Sundry expense	38 00
<hr/>	
Total expense	\$48,863 10

Special Accounts—

RECEIPTS.

Loan Fund, loans returned.....	289 65
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PAYMENTS.

Loan Fund, loans made.....	312 75
----------------------------	--------

LIBRARY.

INCOME.

From invested funds	\$1,035 06
Dividend G. T. Harvey Company.....	60 00
Term bills	1,558 65
Private examinations	424 75
Registrar's fees	48 50
Books and supplies sold.....	40 82
Gifts for current expense and purchase of books..	715 17
Transfer from Botanical Laboratory.....	60 00
Transfer from Herbarium	63 97
Trustee appropriation	1,000 00
<hr/>	
Total income	\$5,006 92

EXPENSE.

Librarian's assistant, clerks.....	\$958 07	
Case Library fee	10 00	
Binding books	314 70	
Stationery, printing and postage.....	101 61	
Purchase of books	2,202 79	
	<hr/>	
Total expense		3,587 17

MISCELLANEOUS.**RECEIPTS.**

Finney Memorial Fund, interest.....	\$4,112 80	
Foltz Tract Fund, interest.....	\$22 50	
Foltz Tract Fund, sale of tracts.....	46 70—	69 20
Annuity Funds, income.....	6,696 02	
Summer School, fees	1,416 15	
Profit on sale of lands.....	4,506 33	
Chapel insurance	20,600 00	
Fund to purchase bust of Fenelon B. Rice.....	702 66	
Sundry receipts	1,165 58	
Gifts for immediate use	26,559 35	
Gifts to form new funds or increase old ones.....	28,989 50	
	<hr/>	
Total receipts		\$94,817 59

PAYMENTS.

Finney Memorial Fund	\$2,500 00	
Foltz Tract Fund	85 31	
Annuities	9,825 36	
Summer School	1,439 64	
Severance Chemical Laboratory for equipment....	197 01	
Warner Gymnasium balance on construction....	25,000 00	
Organ (from insurance).....	4,539 17	
Office furniture and supplies (from insurance)....	1,426 84	
Bust of Fenelon B. Rice.....	700 50	
To holders of orders on Earl fund.....	382 50	
To holders of orders on Burke fund.....	100 00	
To holders of orders on Sprague fund.....	50 00	
To holders of orders on McCormick fund.....	5 00	
To holders of orders on McGregor fund.....	75 00	
Sundry payments	1,360 08	
	<hr/>	
Total payments		\$47,686 41

Summary of the income and expense of the University, College, Academy, and Theological Seminary.

	Income.	Expense.	Surplus.	Deficit.
University	\$26,258 76	\$34,731 26		\$8,472 50
College	59,506 67	41,394 38	\$18,112 29	
Academy	13,483 62	15,443 74		1,960 12
Seminary (Theol.)...	11,250 79	11,628 93		378 14
	<hr/>	<hr/>	<hr/>	<hr/>
	\$110,499 84	\$103,198 31	\$18,112 29	\$10,810 76
	103,198 31		\$10,810 76	
	<hr/>		<hr/>	
Surplus	\$7,301 53		\$7,301 53	

Summary showing the increase of Funds and Balances in the care of the Treasurer.

	Receipts.	Payments.
University, special accounts	\$3,616 22	\$3,351 39
College, special accounts	3,484 26	3,337 17
Academy, special accounts	119 00	93 49
Theological Seminary, special accounts.....	2,792 46	3,159 76
Conservatory, income and expense.....	55,459 05	48,863 10
Conservatory, special accounts	289 65	312 75
Library, income and expense.....	5,006 92	3,587 17
Miscellaneous	94,817 59	47,686 41
	<hr/>	<hr/>
	\$165,585 15	\$110,391 24
	110,391 24	
Total increase of funds and balances, as	<hr/>	
is also shown on page 151 of this report . .	\$ 55,193 91	

Funds and Balances in the care of the Treasurer

UNIVERSITY.

August 31, 1902.

August 31, 1903.

	General Fund (so called).....	
\$172,044 36	Endowment	\$173,406 86
17,514 89	Alumni Fund	17,514 89
24,475 00	E. I. Baldwin Fund	24,475 00
10,000 00	Henrietta Bissell Fund	10,000 00
31,429 41	James H. Fairchild Professor- ship	31,429 41
15,275 00	Walworth Fund	15,275 00
38,000 00	Dickinson Fund	38,000 00
4,846 10	Clarissa M. Smith Fund.....	4,846 10
16,000 00	Ralph Plumb Fund	16,000 00
2,000 00	Truman P. Handy Fund.....	2,000 00
85 06	Shaw Fund	85 06
79 14	Latimer Fund	79 14
1,505 91	Butler Fund	1,505 91
165 02	Whipple Fund	158 45
334 97	Perry Fund	340 25
36,249 72	Reunion Fund of 1900 (part)...	40,756 22
38,000 00	William E. Osborn Fund.....	38,000 00
5,000 00	John Sherman Fund	5,000 00
200,000 00	John D. Rockefeller Fund.....	200,000 00
10,000 00	E. A. and C. B. Shedd Fund....	10,000 00
10,000 00	Marcus Lyon Fund	10,000 00
	Warner Gymnasium Endow- ment	5,000 00—\$ 643,872 29
2,705 62	C. N. Pond Fund.....	2,703 17
7,276 53	Dutton Fund	7,123 97
2,961 64	Prunty Fund	2,944 91
271 79	Finney Fund	266 02
664 40	Davis Fund	694 30
66 36	Ryder Fund	60 34
8,120 37	Dascomb Fund	7,935 78
453 02	Warner Fund	443 41
60,508 92	C. V. Spear Fund	59,531 82
Amounts carried forward....		\$ 81,703 72 \$ 643,872 29

	Amounts brought forward.....	\$ 81,703 72	\$ 643,872 21
1,116 61	Gillett Fund	1,046 86	
6,415 84	Ross Fund	6,379 55	
4,530 20	Gilchrist Fund	4,459 05	
24,685 28	Marx Straus Fund	23,296 13	
5,088 45	Mary A. Springer Fund.....	5,091 80	
5,000 00	Collins Fund	4,995 83	
3,000 00	Cooper Fund	2,985 00	
2,000 00	Williams Fund	2,031 67	
1,000 00	Hotchkiss Fund	1,020 00	
6,000 00	Firestone Fund	9,920 00	
	Edward West Fund	967 56	
	McClelland Fund	800 00—	144,697 11
1,000 00	Cowles Memorial Scholarship..	1,000 00	
1,100 00	Dr. A. D. Lord Scholarship....	1,100 00	
1,000 00	Mrs. Elizabeth W. Lord Schol- arship	1,000 00	
1,045 00	Hinchman Fund	1,045 00—	4,145 00
5,000 00	Lydia Ann Warner Scholarship	5,000 00	
1,000 00	F. V. Hayden Scholarship.....	1,000 00	
6,000 00	Avery Fund	6,000 00	
1,542 66	Finney Scholarship	1,534 91	
1,000 00	Howard Valentine Scholarship.	1,000 00	
1,000 00	Caroline Scholarship	1,000 00	
1,000 00	Talcott Scholarship	1,000 00	
1,000 00	Metcalf Scholarship	1,000 00	
1,000 00	Dodge Scholarship	1,000 00	
1,000 00	Dascomb Scholarship	1,000 00	
1,000 00	Bierce Scholarship	1,000 00	
1,000 00	Graves Scholarship	1,000 00	
500 00	Louis Nelson Churchill Scholar- ship	750 00	
200 00	Ann Lincoln Fund	200 00	
505 39	Jones Loan Fund	179 89	
1,250 00	Mary E. Wardle Scholarship...	1,250 00	
6,500 00	Dr. Dudley Allen Fund.....	6,500 00	
1,000 00	Henry N. Castle Scholarship...	1,000 00	
1,015 00	Class of '58 Scholarship.....	1,020 00	
665 50	Class of '69 Scholarship.....	745 50	
	Amounts carried forward.....	\$33,180 30	\$792,714 41

	Amounts brought forward.....	\$ 33,180 30	\$ 792,714 46
1,000 00	Class of '98 Scholarship.....	1,000 00	
1,000 00	Jean Woodward Irwin Scholarship	1,000 00	
1,000 00	Howard Gardner Nichols Scholarship	1,000 00	
1,000 00	May Moulton Memorial Fund..	1,000 00	
	John Manning Barrows Scholarship	1,000 00	
130 00	Trustee Scholarship Fund (part)	130 00	
461 25	Scholarship Loan Fund (part)..	370 65—	38,680 95
616 37	Unsued income, above scholarships		985 24
78,273 45	C. G. Finney Memorial Fund..	79,886 25	
2,688 37	Jennie Allen Nurse Fund.....	2,778 37	
500 00	Lewis Fund	512 08—	83,176 70
3,278 91	Balance credits, sundry accounts		23,183 05

COLLEGE.

67,810 57	Endowment	67,959 59	
19,561 41	Dascomb Professorship	19,634 41	
50,000 00	Stone Professorship	50,000 00	
55,881 37	Fredrika B. Hull Professorship.	55,881 37	
30,000 00	Graves Professorship	30,000 00	
30,000 00	Brooks Professorship	30,000 00	
23,748 25	Monroe Professorship	23,748 25	
25,000 00	James F. Clark Professorship...	25,000 00	
20,000 00	Perkins Fund	20,000 00	
25,000 00	Avery Professorship	25,000 00	
40,000 00	L. H. Severance Professorship.	40,000 00	
4,519 23	Adelia A. Field Johnston Professorship	12,039 23	
6,196 00	Severance Laboratory Fund....	6,196 00—	405,458 85
1 14	G. F. Wright Research Fund...		1 14
1,000 00	Jennie M. Williams Scholarship	1,000 00	
6,000 00	Ellen M. Whitcomb Scholarship	6,000 00	
1,000 00	Flora L. Blackstone Scholarship	1,000 00	
	Amounts carried forward.....	\$ 8,000 00	\$1,344,200 39

	Amounts brought forward.....	\$ 8,000 00	\$1,344,200 39
500 00	Tracy-Sturges Scholarship.....	500 00	
1,500 00	E. A. West Fund	1,500 00	
1,000 00	Harvey H. Spelman Scholarship	1,000 00	
1,000 00	Lucy B. Spelman Scholarship..	1,000 00	
1,000 00	Janet Whitcomb Scholarship...	1,000 00	
1,000 00	Mrs. F. E. Tracy Scholarship...	1,000 00	
5,000 00	Frank Dickinson Bartlett Schol- arship	5,000 00	
2,000 00	Andover Scholarships	2,000 00	
1,000 00	J. C. Wilder Scholarship.....	1,000 00	
2,500 00	The Comfort Starr Scholarship Fund	2,500 00—	24,500 00
80 80	Unused income, above sch'ships		216 80
152 26	Balance credits, sundry accounts		13 35

ACADEMY.

12 46	Balance credits, sundry accounts	37 97
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THEOLOGICAL SEMINARY.

34,281 88	Endowment	34,281 88	
21,371 10	Finney Professorship	21,371 10	
8,935 84	Morgan Professorship	8,935 84	
25,000 00	Holbrook Professorship	25,000 00	
21,707 00	Michigan Professorship	21,707 00	
4,750 00	Place Fund	4,750 00	
3,495 55	Burrell Fund	3,495 55	
133 39	Hudson Fund	133 39	
	Joshua W. Weston Fund.....	1,000 00—	120,674 76
4,126 11	West Fund		3,961 78
5,000 00	Lemuel Brooks Scholarship....	5,000 00	
1,500 00	Jennie M. Rossiter Scholarship.	1,500 00	
1,000 00	McCord-Gibson Scholarship ...	1,000 00	
1,000 00	John Morgan Scholarship.....	1,000 00	
1,000 00	Painesville Scholarship	1,000 00	
1,000 00	Oberlin First Congregational Church Scholarship	1,000 00	
1,000 00	Oberlin Second Congregational Church Scholarship	1,000 00	
	Amounts carried forward.....	\$ 11,500 00	1,493,605 05

	Amounts brought forward.....	\$ 11,500 00	1,493,605 05
1,000 00	Anson G. Phelps Scholarship..	1,000 00	
1,000 00	Butler Scholarship	1,000 00	
1,000 00	Miami Conference Scholarship.	1,000 00	
1,250 00	Tracy Scholarship	1,250 00	
1,000 00	Sandusky Scholarship	1,000 00	
1,250 00	Leroy H. Cowles Scholarship..	1,250 00	
	Charles E. Fowler Scholarship.	1,000 00	
700 00	Emerson Scholarship (part)...	700 00	
291 95	Susan S. Button Fund	291 95—	19,991 95
1,118 87	Unused income, above scholar- ships		616 69
184 16	Balance credits, sundry accounts		469 04

CONSERVATORY.

30,419 50	Fenelon B. Rice Professorship.	30,419 50	
14,138 95	Reserve Fund	20,734 90	
754 70	Loan Fund	731 60—	51,886 00

LIBRARY.

21 00	Library Fund	21 00	
827 00	Class of '85 Fund.....	827 00	
500 00	Cochran Fund	500 00	
500 00	Grant Fund	500 00	
400 00	Hall Fund	500 00	
100 00	Henderson Fund	100 00	
11,176 63	Holbrook Fund	11,176 63	
500 00	Keep-Clark Fund	500 00	
1,000 00	Plumb Fund	1,000 00	
5,724 13	E. K. Alden Fund	5,724 13	
100 00	Andrews Fund	100 00	
860 00	Faculty Fund	2,152 50—	23,101 26
82 73	Balance credits, sundry accounts		1,502 48

SPECIAL.

538 61	Foltz Tract Fund	522 50
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\$1,536,501 06	Total funds and balances.....	\$1,591,604 97
	Total increase of funds and bal- ances	\$55,193 91

Liabilities.

39,651 43	Deposits and personal accounts	18,204 33
\$1,576,152 49		\$1,609,899 30

The foregoing Funds and Balances are invested in the following properties.

Notes and Mortgages distributed as follows:

Cleveland	\$ 67,198 86	
Akron	31,600 00	
Oberlin	24,337 30	
Columbus	11,600 00	
Lorain	44,700 00	
Tallmadge	1,000 00	
Wellington	800 00	
Geneva	800 00	
Collinwood	1,000 00	
Farm lands in Ohio.....	83,515 00	
Total in Ohio.....	<u> </u>	\$266,551 16
Topeka	11,759 67	
Eureka	661 80	
Hutchinson	4,000 00	
Wabaunsee	350 00	
Farm lands in Kansas.....	23,383 00	
Total in Kansas.....	<u> </u>	40,154 47
Matthews	13,779 33	
Farm lands in Indiana.....	2,975 00	
Total in Indiana.....	<u> </u>	16,754 33
Grand Rapids	19,100 00	
Farm lands in Michigan.....	37,495 00	
Total in Michigan.....	<u> </u>	56,595 00
Chicago	117,000 00	
Chicago Heights	3,500 00	
Total in Illinois.....	<u> </u>	120,500 00
Des Moines	940 00	
Farm lands in Iowa.....	11,000 00	
Total in Iowa.....	<u> </u>	11,940 00
Duluth		15,600 00
Farm lands in North Dakota..		1,521 07
Farm lands in Nebraska.....		3,791 00
Timber lands in Mississippi....		4,901 20
Total notes and mortgages	<u> </u>	\$538,308 23

Amount brought forward.....

\$ 538,308 23

Stocks and Bonds—

\$ 186 06	Streator, Ill., paving bonds.....	186 06	
9,000 00	Knickerbocker Ice Co. bonds.....	8,186 43	
20,000 00	United States Coal Co. bonds.....	19,200 00	
20,000 00	Cleveland & Eastern Ry. bonds...	18,000 00	
30,000 00	Syracuse Rapid Transit bonds....	27,000 00	
30,000 00	Wheeling Traction Co. bonds.....	30,000 00	
12,000 00	Elyria Building Co. bonds.....	12,000 00	
2,500 00	C. & A. R. R. stock (guaranteed).	2,500 00	
10,000 00	Railway Steel Spring Co. stock...	8,762 50	
30,000 00	Northampton Portland Cement Co. bonds	30,000 00	
25,000 00	Steel Steamship Co. bonds	24,750 00	
20,000 00	Western Ohio Ry. Co. bonds....	15,825 00	
10,000 00	Wellman-Seaver-Morgan Eng. Co. bonds	10,000 00	
1,000 00	Rio Grande & West'n Ry. Co. bond	1,000 00	
500 00	Northern Pacific Ry. Co. bond....	365 00	
1,000 00	Euclid Heights Realty Co. bond..	1,000 00	
1,000 00	First Nat. B'k Wellington, stock..	1,250 00	
200 00	Cowles Electric Smelting & Alumi- num Co. bonds (guaranteed)....	200 00	
	Total stocks and bonds.....		\$ 210,224 99

Collateral Loans

\$ 455,400 00

Real Estate—

Ashtabula (city property).....	74 68
Oberlin (city property).....	127,975 98
Sandusky (city property).....	2,100 00
Cleveland (city property).....	5,000 00
Akron (city property).....	12,000 00
Toledo (city property).....	1,000 00
Elyria (city property).....	200 00
Farm lands in Ohio.....	1,900 00
Total in Ohio.....	150,250 66
Grand Rapids (city property)..	12,599 00
Farm lands in Michigan.....	6,180 00
Total in Michigan.....	18,779 00

Amounts carried forward.....\$169,029 66 \$1,203,933 22

Amounts brought forward.....	\$169,029 66	\$1,203,933 22
Topeka (city property).....	13,399 45	
Hutchinson	2,700 00	
Farm lands in Kansas	38,012 70	
Total in Kansas	<u>54,112 15</u>	
Fargo (city property).....	4,100 00	
Farm lands in North Dakota...	1,188 37	
Total in North Dakota.....	<u>5,288 37</u>	
Chicago	10,000 00	
Farm lands in Illinois.....	5,675 00	
Total in Illinois.....	<u>15,675 00</u>	
St. Paul (city property).....	1,319 10	
Farm lands in Nebraska.....	945 00	
Farm lands in South Dakota...	600 00	
Farm lands in Florida.....	200 00	
Farm lands in Washington.....	475 00	
Total real estate.....	<u>247,644 28</u>	

Sundries—

Construction acct. Baldwin Cottage (loan)	11,965	41	
Construction acct. Talcott Hall (loan)...	13,075	46	
Advances to Council Hall.....	130	48	
Advances to Museum	1,213	85	
Advances to English Theological Course.	1,204	89	
Advances to Scholarships	314	24	
Improvements to Keep Home.....	1,224	53	
Furnishings Park Hotel.....	6,117	42	
Unexpired insurance	1,884	18	
Time deposits (Sav'gs & Trust Comp's).. <td>20,000</td> <td>00</td> <td></td>	20,000	00	
Bills receivable and sundry accounts.....	74,431	82—	131,562 28
Loan to General Fund.....			11,000 34
Deposits subject to check and cash.....			15,759 18
			<hr/>
			\$1,609,899 30

SUMMARY OF ASSETS.

Notes and Mortgages.....	\$ 538,308 23
Stocks and Bonds.....	210,224 99
Collateral Loans	455,400 00
Real Estate	247,644 28
Sundries	142,562 62
Cash	15,759 18
	<hr/>
	\$1,609,899 30
Buildings and Equipment (see page 156).....	745,950 00
	<hr/>
	\$2,355,849 30

The following properties in use for College purposes are not entered in the foregoing list of assets, and are not valued on the Treasurer's Books. The values given are reasonable estimates based on their cost and present condition:

Spear Library	\$ 30,000 00
French and Society Halls	14,000 00
Peters Hall	75,000 00
Finney Laboratory	9,000 00
Warner Hall	125,000 00
Council Hall	75,000 00
Sturges Hall	10,000 00
Talcott Hall and furniture.....	65,000 00
Baldwin Cottage and furniture.....	40,000 00
Lord Cottage and furniture	24,000 00
Stewart Hall	4,000 00
Keep Home	3,000 00
Other houses and College grounds.....	8,000 00
Library	50,000 00
Women's Gymnasium	8,000 00
Physical and Chemical Apparatus.....	15,000 00
Museum	25,000 00
Botanical Collection	7,500 00
Musical Library	3,000 00
Musical Instruments and Apparatus.....	36,000 00
Arboretum	2,000 00
Athletic Grounds	2,950 00
Severance Chemical Laboratory.....	69,500 00
Warner Gymnasium	45,000 00
	<hr/>
	\$745,950 00

Report of the Auditing Committee, for the Year Ending Aug. 31, 1903.

To the Board of Trustees of Oberlin College:

Your Committee have personally examined all Bonds, Notes, Mortgages, Certificates of Stock, Deeds, and other evidences of Property which were on hand at the beginning of said year or were received during the year, and also all securities deposited as collateral for loans. We find that all are now in the hands of the Treasurer or are fully accounted for, and that all payments of principal endorsed on any of the securities have been properly credited on the books of the College.

Your Committee also had the assistance of Mr. A. J. Horn, of Cleveland, an expert public accountant and auditor, who carried out the following procedure:

The balance shown in Cash Account was verified by actual count of money in office and reconciliation of bank balances.

All disbursements appearing on Cash Books were checked by vouchers and other voucher evidence.

All footings in Cash Books were verified and extensions examined.

The Treasurer's books were found in perfect balance as evidenced by the equilibrium of Trial Balance under date of August 31, 1903, which was carefully rechecked with Ledgers and Cards.

Your Committee further desire to commend the admirable manner in which the accounts of the Treasurer are kept. The present system is such that the work of the bookkeepers as well as that of the Auditing Committee and the Expert Accountant is done in much less time than under systems formerly in use, and the voucher system is now thorough and complete.

(Signed)

IRVING W. METCALF,

E. J. GOODRICH,

Auditing Committee.

Actions Taken at the Meeting of the Trustees, November 18, 1903.

There were present President King, Messrs. Allen, Cochran, Cox, Fitch, Goodrich, Metcalf, Mills, Shurtleff, Smith, Strong, Tenney.

The election of trustees resulted as follows:

Dr. Dudley P. Allen, Cleveland, Ohio, re-elected by the alumni, full term.

Dr. Sydney D. Strong, Oak Park, Ill., elected by the alumni to fill the vacancy caused by the death of Dr. William B. Chamberlain.

Mr. J. G. W. Cowles, Cleveland, Ohio; Dr. Charles S. Mills, Cleveland, Ohio; Dr. Henry M. Tenney, Oberlin, Ohio, re-elected for the full term.

Mr. C. B. Shedd, Chicago, Ill., elected for partial term to fill the vacancy caused by the resignation of President Dan F. Bradley.

Mr. J. O. Troup, Bowling Green, Ohio, elected for partial term to fill the vacancy caused by the death of Mr. Dan P. Eells.

The following vote was passed with reference to the Finney Memorial Chapel: "In view of the fact that Mr. Finney's gift for the erection of the Chapel has now reached the designated limit, and that the necessities of the College urgently require a new chapel, and that the annual income of the college now exceeds the expenses, the trustees instruct the Committee on the College Chapel to proceed with all convenient dispatch to the erection of the Finney Chapel, after full consultation with Mr. Finney."



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